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ABSTRACT

This evaluation determined the workability of the Northeast Ohio Principals Academy Pilot Entry Year Program, noting the differential effects of its major components in developing portfolios and as a contributing factor to school improvement. The program provides leadership and support to beginning principals, provides collaborative learning communities, and assists with the development of Ohio's administrative portfolio. The program's Coordinating Committee includes active and retired public school administrators, a school superintendent, and representatives of colleges with programs to prepare educational administrators. The evaluation examined the views of Committee members, program facilitators, mentors, and mentees about the program and program effectiveness. Overall, the program was effective because of its diverse Coordinating Committee participants, use of facilitators as middle managers to keep the program on task, support for professional development, and development of general and local meetings and good meeting attendance. Eleven appendixes, which comprise the bulk of the document, include: Ohio administrative codes 3301-24-02 and 3301-24-04; evaluation plan; debriefing: general meeting, January 2000; evaluation meeting, April 2000; survey of coordinating committees, May 2000; facilitator interviews, May 2000; effective meeting features; mentor program benchmarks; participant questionnaire; questionnaire responses; and table of ranked responses and distribution charts. (SM)

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Evaluation Report
Northeast Ohio Principals Academy
Pilot Entry Year Program

By

Louis Trenta, Ph. D.
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Evaluation Report
Northeast Ohio Principals Academy
Pilot Entry Year Program

INTRODUCTION

Purpose of the Evaluation

The purpose of this evaluation is to determine the workability of the program as a whole and the differential effectiveness of its major components in developing portfolios and as a contributing factor to school improvement.

Audience for the Evaluation

The primary, direct audiences for this evaluation are the members of the Northeast Ohio Principals Academy and the Ohio Department of Education. Inasmuch as an entry year program is a mandated element of the incoming licensure requirements, a secondary audience for this evaluation report is the leadership of the state's school districts. They will be faced with the necessity of enabling new administrators to participate in an entry year program that meets state requirements. Finally, those who have undertaken roles in this pilot program are an audience both for feedback about how they are perceived to have done and as potential leadership for the next stage in the development of entry year programs for administrators.

Limitations of the Evaluation

One limiting factor is that this evaluation was developed after the inception of the program. Consequently, data related to the early stages and initial meetings will be limited to that which was collected by the facilitators at that time and the recollections of the participants when they were asked to reflect back to those early activities.

A second limitation is that the portfolios will not be completed within the timeframe of this first year. Work on the portfolios was begun but it was limited in scope to only one or two segments. That work was shared only within the small groups for feedback. The portfolio as a culminating work product will not be completed until sometime in the second year of the project. Consequently, evaluations based on or related to the quality of the portfolio cannot be made. This does not exclude consideration of the activities related to beginning the portfolio construction process.

Report Overview

The next main section of this evaluation report, Focus of the Evaluation, contains a description of the pilot entry year developed by the Northeast Ohio Principals Academy—the group of representatives of K-12 schools and higher education institutions requested to join in developing the pilot program. It also contains the key questions used to focus the evaluation and the information identified as necessary to respond to those questions.

Following the Focus section is a brief description of the evaluation plan and procedures used in gathering and analyzing information related to the focus questions. A fuller description is in Appendices B through K. The Evaluation Plan and Procedures section will also describe how the conclusions and recommendations were reached.

The section titled Evaluation Results contains a summary of the information and data collected, the criteria and standards used by the evaluators to make judgments about the program and its components, and the interpretation of those findings.

Conclusions and Recommendations contains a general summary statement and a listing of the strengths and weaknesses identified by the evaluators and, finally, the evaluators' recommendations.

The Appendices contain copies of the data gathering instruments, statements of standards used by the evaluators, and either full or summarized texts of the collected data.

FOCUS OF EVALUATION

Program Description

Goals and objectives.

There are at least three sets of goals related to the Entry Year Principals' Program. The first set is articulated in the Ohio Department of Education's Request for Proposals, Entry Year Principals' Program, Fiscal Year 2000. The second set is in the Memorandum of Understanding and Cooperation drafted by the Northeast Ohio Principals' Academy Entry Year Program Coordinating Committee. The final set arose from the oral communications received by the coordinators for the Coordinating Committee and passed on to the Coordinating Committee members.

The first set of goals—from the Ohio Department of Education:

1. Provide leadership and learning support systems for first and second year principals.
2. Assist in further development of Ohio's administrative portfolio, with articulation to the Ohio Administrative Competencies passed by the Ohio State Board of Education in January 1998.
3. Provide a collaborative learning community to share best practices and best ideas between higher education institutions and principal preparation programs.
4. Create a statewide community of learners to best assist in reshaping the role of the principal to meet the challenges of the 21st century.

The second set of goals—by the Coordinating Committee:

To support and nourish entry-year principals and their mentors with rich academic and professional resources and valued professional relationships.

To field test a specific entry-year model to determine the appropriateness for utilization in 2002 when all first-year school administrators will be required to complete an entry-year program as part of their licensure program.

The third set of goals—from oral communications—includes an implicit goal to develop, try out, and evaluate an entry year program for principals as a whole and in its component parts.

These three sets of goals ought to be considered in reference to the requirements of Ohio Administrative Code 3301-24-04 and 3301-24-02 (see Appendix A) as the Entry Year Program for Principals is being developed to fulfill the requirements of the both the Ohio Revised Code and the Ohio Administrative Code.

Participants.

The Coordinating Committee includes active and retired public school administrators, the superintendent of the Cuyahoga County Educational Service Center (CCESC), and one or two representatives from each of the colleges and universities in Northeast Ohio that have programs to prepare educational administrators. The Committee is co-chaired by Patrick Cosiano of Baldwin-Wallace, Robert Beebe of Youngstown State University, and Harry Eastridge of the CCESC.

The four facilitators of the small or cluster groups are members of the Coordinating Committee. Two are male and two are female; two are African-American and two are Caucasian; two currently work as K-12 administrators—one as a principal and one in central office; three are or were school principals; two are or were central office administrators; and one is a college professor; and two participated in an earlier entry pilot program and two did not.

At this writing there are 25 mentors and 25 entry year administrators (EYA), mentees, (entry year principals or assistant principals) in the program. One of the facilitators served during the first year as a mentor in addition to facilitating the small group. At this writing, it appears that 50 out of an initial 55 mentors and EYAs have stayed with the program. They represent administrators from all levels of schools—elementary, intermediate, middle, and high schools. Over half of the mentors and the mentees are elementary school administrators. Most of the remaining mentees are middle school administrators while most of the remaining mentors are high school administrators. Only three of the mentees are assistant principals, the rest are principals as are all of the mentors. While all of the principal mentees are in their first or second year in their current administrative role, several have had prior administrative experience as assistant principals.

Program structure.

This pilot was structured with a Coordinating Committee chaired by three co-chairpersons, a group of four facilitators, four small or cluster groups of mentors and mentees, and fourteen pairs of mentors and mentees (entry year administrators). The facilitators were members of the Coordinating Committee and served as intermediaries between the Coordinating Committee and the small/cluster groups. The CCESC served as the fiscal agent for the program.

Strategies and procedures used for implementation.

The Coordinating Committee generated the structure of the program and provided the planning and implementation for the large group (all the facilitators, mentors, and mentees in the pilot program) meetings. The facilitators reported to the Coordinating Committee the activities, results, and problems experienced in the small groups and obtain advice. The facilitators also met together to discuss their various activities, expectations, and alternatives. In facilitating the small groups the facilitators organized the groups' meetings, provided motivation to carry out the program activities, and gave suggestions and advice to both mentors and mentees as needed on an individual basis.

The Coordinating Committee solicited all superintendents in its assigned area (Northeast Ohio) for recommendations of entry year administrators who might be willing to participate and of experienced administrators to serve as mentors. Mentors were accepted based on the superintendents' recommendations. Mentees/entry year administrators were selected from those recommendations based on being principals who were in their first year in that role. Others were brought in as those initially selected decided to opt out. The later candidates were selected based on recommendations by participating mentors and mentees as well as by referral to the original superintendents recommendations.

The Coordinating Committee decided to offer laptop computers without charge to those who would complete a two-year commitment to the program in an effort to provide a benefit other than cash for the participants. The computers were provided up front so that they could be used to enhance communications. For those who did not want a computer, an alternative of $1,500 toward expenses for workshops and conferences was offered. Most took the laptop computer.

One other inducement offered to the mentors and mentees was the possibility of graduate credit hours for participating in the program and producing an acceptable portfolio. These hours are offered at the expense of the participant; they are not funded—only arranged—by the program.

In creating the mentor-mentee pairings two strategies were used. First, those mentors and mentees who had been recommended together by their superintendents were accepted as "given" or "natural" pairs. Second, others selected for the program were assigned to small groups in balanced numbers and in rough geographic proximity. At the initial large group meeting and after some group development activities, these unpaired mentors and mentees were invited to make their own matches from those in their small groups.

The initial large group meeting provided an overview of the program, its goals, and its structure. There was some presentation and discussion of the mentor-mentee relationship in the large group, but once the smaller groups were defined and mentors and mentees paired up, the continuing development of role expectations and group ground rules was left up to the facilitators and the small group members. Within the small groups the personal relationships were fostered and the work begun on the portfolios.

Operating context.

There are five levels of relationships setting the context in this pilot. First there is the mentor-mentee relationship—a one-on-one relationship. Second is the small, geographic group relationship, often referred by participants as the "cluster" or "small" group, involving from 3 to 9 sets of mentors and mentees with a facilitator. Third is the relationship of the facilitators with each other as they support and educate each other. Fourth is the intermediary relationship that the facilitators have between the small groups and the Coordinating Committee. Finally there is the Coordinating Committee as program creator, as oversight and resource to facilitators and small groups, and as provider of experiences through the large group meetings.

Human and other resources required.

This program utilized a steering committee composed of representatives of the administrator training programs in Northeast Ohio, field administrators, and the cooperation of the CCESC superintendent. As organized it requires a facilitator who is able to participate in the Coordinating Committee's meetings as well or facilitate the meetings and activities of a group of six to twenty administrators—half mentors and half mentees. The mentors and mentees must be able to secure authorization to be occasionally away from their buildings to participate in the small and large group meetings. This requires the understanding and cooperation of district superintendents.

In terms of other resources, some money was required to pay for the various meetings, stipends for the facilitators, and the computers or training option for the mentors and mentees.

Another resource is the experience and networks of a variety of experienced administrators and professors of educational administration.

Evaluation Questions Used to Focus Evaluation

The purpose of this evaluation is to determine the workability of the program as a whole and the differential effectiveness of its major components in developing portfolios and as a contributing factor to school improvement. With that purpose in mind, the key questions that guide this evaluation are

- What are the views of the Coordinating Committee and facilitators (those delivering the program) about the program—what works and what could be improved?
- What are the views of the mentors and mentees (those receiving the program) about the program—what works and what could be improved?
- How do the major components of the program compare with independent standards for those types of components?
- What is the worth of this Entry Year Program as a means for the entry year principal to fulfill the requirements for the 5-year license, that is, to develop his/her portfolio as an

assessment device and to develop a support program for professional growth and successful entry into educational administration?

Information Needed to Do the Study

Three basic types of information were used for this evaluation: (a) judgments and opinions of those participating whether as program deliverers or as program recipients, (b) data collected from interviews and program documents, and (c) standards or benchmark descriptions about program components (for example, meetings and mentoring programs).

OVERVIEW OF EVALUATION PLAN AND PROCEDURES

Two evaluators conducted this evaluation—one internal, a member of the Coordinating Committee, and the other external. They reviewed the minutes of the Coordinating Committee meetings and other documents presented to the Coordinating Committee that related to the operation of this Pilot Entry Year Program. Coordinating Committee members were asked to respond to a set of 9 open-ended questions about the program. The evaluators reviewed the responses they received and then interviewed the four small group or cluster facilitators. They analyzed the data and drew-up preliminary conclusions in order to provide early information for the state-wide Entry Year Pilots meeting in mid June 2000. Later, they gathered data from the mentors and mentees and united these finding with their June preliminary findings. This report was provided to the Coordinating Committee in September 2000. After critical review of the draft report, the evaluators prepared the final report on the first year for presentation at the October meeting of the Coordinating Committee. For a fuller explanation of the evaluation plan and procedures see Appendices B through K.

EVALUATION RESULTS

Summary of Evaluation Findings

The Entry Year Program as outlined in the administrative regulations of the State (see OAC 3301-24-04 and 3301-24-02 in Appendix A) is to include a formal program of support, mentoring to foster the administrator's professional growth, and assessment of the beginning administrator's performance. The Northeast Ohio Principals Academy Pilot Entry Year Program seeks to provide for these components by using meetings—regional and local/cluster—to foster supportive relationships among mentors and mentees and to bring about the development of portfolios that can be used for the assessment of the beginning administrator. The information from the specified sources is presented here organized according to the component elements of this Program with a final section containing data about the program overall.

Developing supportive relationships

Minutes general meeting—January 28-29, 2000.

PLUS/DELTA (+/Δ) comments were collected at the January 28-29, 2000 meeting. The minutes of that meeting show:

- Six comments are indicative of feelings of acceptance.
- Seven comments relate to aspects of the Program/Process.
- Three comments were about the meetings environment.

The DELTA (or areas for change) comments from a review of the PLUS/DELTA results are as follows:

- Ten comments dealt with environmental issues.
- Three comments dealt with preparatory work for the meeting.
- Four comments dealt with the Program's processes with three of those about the video and debriefing after seeing it.
- No DELTA comments dealt with personal, supportive ideas or requests.

Evaluation of general meeting—April 6, 2000.

The evaluation of this meeting was based on the questionnaire in Appendix D. Questions 1-5, and 10-11 have a relationship to the concept of supporting entry administrators. Of these, Question 1, "To better understand aspects of my own personality," at an average rating of 4.5 has the second highest rating of all 14 questions. It is followed closely by question 11, "Most participants expressed themselves openly and honestly," at 4.4. On the other hand Question 5, "To receive ideas from the experience of other area clusters," has the second lowest rating at 3.5 with Question 4, "To receive stimulation from the activities of other area clusters," tied for next lowest at 3.8. These seven questions have a range of 3.5 to 4.5 for their ratings with an average of 4.057 on a scale of 1 to 5 with 5 being high.

Of the 23 respondents to the question, "Overall, what was the best part of the session?" 17 designated the personality profiling exercise, 7 designated topics that related to sharing/networking.

Of the 14 respondents to the question, "What part of the session should be improved?" the only comment that might be considered related to this point was "No talking when someone else is talking!" All other comments related to technology or the facilitation of the meeting.

Of the 13 respondents to the question, "What will you apply from this session when you return to work?" 11 noted the personality profile or something derived from it, 2 wrote of getting to the entry year program's web site, and 2 about improving communications—which could be related to the personality profile.

Of the 15 respondents to the request for "Final comments," 2 made comments related to relationships and support, "More time for informal exchange of principal talk," and "I like this group." Seven made comments that were generically supportive of the program while three simply indicated they had no final comments. Two asked for more direction and/specifics about the program.

Evaluation of the May 16, 2000 meeting.

This section is based on findings from the questionnaire in Appendix E. In this section responses that are in *italic typeface* are responses made by members of the Coordinating Committee who are also facilitators. Those in the regular typeface are by persons who are only members of the Coordinating Committee. The questionnaire and full results are available in Appendix E.

In response to the prompt, "Forces Affecting Success of the Entry Year Program—Success Factors," there were three relevant comments:

(1) The mentors are visionary practitioners in the field of school administration,

(2) the mentors are people with some vision of what is possible with group effort, and

(3) 1. Forming & facilitating a structured mentor/mentee process. Many new administrators do not recognize the importance of receiving help & guidance when they begin their administrative career or they take over a new administrative position. 2. Collaboration of people--bringing people together to work & learn together. Building a network of people who you can call & learn from as you grow & develop. The demands & busy nature of

these positions promote isolation. This program reinforces the importance of working & learning from others.

In response to the prompt, "Forces Affecting Success of the Entry Year Program—Blocking Factors," there were four relevant comments:

(1) 1. Time 2. Distance,

(2) 1. Proximity/travel difficulties related to 14 county region. 2. Time….

(3) 1. Distance & geographic separation. People are spread out over a large area. Makes it difficult to come together. Limits the informal interaction the busy schedules of everyone involved. Sometimes the day to day demands take priority over an activity like this one.

(4) I believe some self study or self assessment piece would have been helpful to designing a self improvement plan for the mentee. This step would have made it easier to target activities.

In response to the prompt, "In order to ramp up the program," there were three relevant comments:

(1) Keep or Expand: *Communication between mentor and mentee*

(2) Keep or Expand: Strong focus on mentor-mentee relationship and group meetings to create a network

(3) Keep or Expand: regular contact with mentees by both mentors & facilitators

In response to the prompt, "Initial Coordinating Work Leading to first Meeting of Mentors and Mentees," there were four comments:

(1) Keep or Expand: Mentors/mentees should select each other. An orientation session for all mentors.

(2) Keep or Expand: Clarification of mentor role

(3) Eliminate or Diminish: Disallow mentors and mentees to come from the same school district.

(4) Eliminate or Diminish: *[Diminish] focus on large group needs. This is a time to expand our cluster work.*

In response to the prompt, "Concerning the Regional Meetings," there were two comments:

(1) Keep or Expand: *Format for cross cluster sharing & activities.*

(2) Eliminate or Diminish: Group too large--not enough time to process and discuss issues.

In response to the prompt, "Concerning the Small Group Meetings," there were five comments:

(1) Keep or Expand: *Keep up with the open line of communication and continue with building relationships.*

(2) Keep or Expand: Structured, yet informal sharing of R/R, procedures, policies, facility tours

(3) Keep or Expand: *Continue to provide a format where practitioners get support & ideas for problem solving.*

(4) Eliminate or Diminish: Allow some flexibility in the agenda for items that surface and have an interest for the entire group.

(5) Eliminate or Diminish: *Some of the personal sharings can get long winded both in cluster meetings & coordinating committee. An agenda with time limits might help.*

In response to the prompt, "Concerning Portfolio Development Activities," there were no relevant comments.

In response to the prompt, "Concerning the Communications Processes Used," there were seven comments:

(1) Keep or Expand: There should be a greater effort to get everybody on the same page -- share communication

(2) Keep or Expand: More email and website.

(3) Keep or Expand: *I need to expand my use of technology & personal calls.*

(4) Keep or Expand: *E-mail (and I m not a good user)*

(5) Keep or Expand: Email--we need more universally compatible systems & easy to use software.

(6) Eliminate or Diminish: With a better communication process there would be less need for meetings.

(7) Eliminate or Diminish: none--good balance, thus far.

In response to the prompt, "Indicators: Success/Need," there were five comments:

(1) Success Indicator: *Our meeting planning sessions; cluster meetings, openness/communication, teamwork*

(2) Success Indicator: Continued, active participation of all involved.

(3) Success Indicator: Mentor/mentee component--one on one and group sessions … Self assessment--where are my gap areas that need more development Small regional meetings--building a network of people who can support /help you

(4) Success Indicator: *Positive feedback with opportunity to interact with peers. --Sharing of ideas & information-->cluster meetings.*

(5) Need Indicator--Sporadic attendance because of time commitments.

Information from the May 29, 2000 interviews of facilitators.

The comments of the four facilitators, in summary form, are in Appendix F. In this section their comments have been grouped by a shortened version of the prompt to which they were responding. After each prompt, commas separate multiple comments of a single facilitator and semi-colons separate comments of multiple facilitators.

- **Program Purpose:** create a foundation for 1st/2nd year principals' development; create an exchange structure for administrators.
- **Major activities:** meet/discuss problematic situations and help mentors who are not following up; idea sharing and networking; and mentor-mentee model structure development and develop relationships.
- **Evidence of Success:** contacts made with mentors, good dynamics in matching, good relationships and commonalities, and we listen to each other; members responses; sharing and testimonials of people; happy people, positive environment, and a family of participants has developed.
- **Results to Expect:** stronger bond between mentor-mentees.

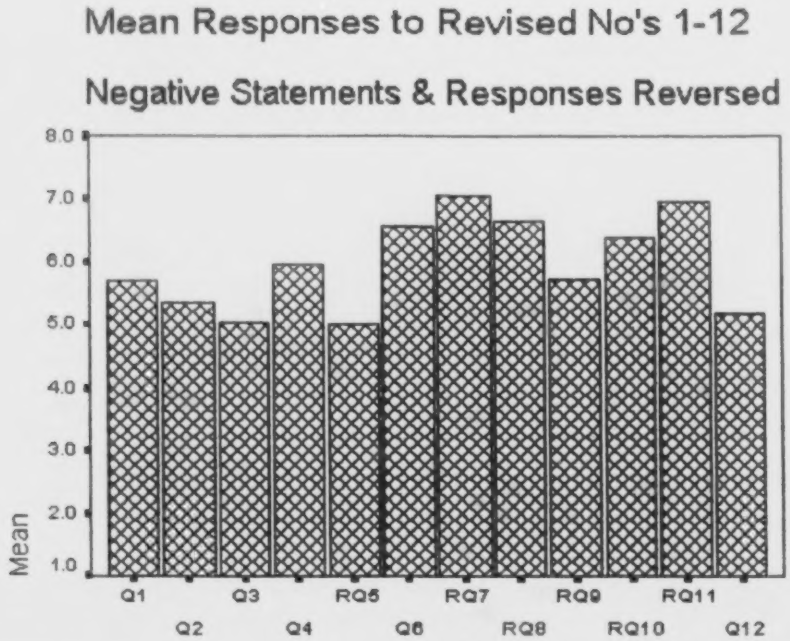
- **Resources Brought:** knowledge and skills of participants and supportive group who wants to see this work.
- **Problems:** disagreement about time needed by mentee from mentor; mentee/mentors not doing work between meetings
- **Resources:** need orientation to get people together who have the knowledge.
- **Needed Changes for Next Year:** superintendents need to be more involved at original meeting and people need support; more meetings to improve mentor skills; and need regular and more communication.
- **Information Source about Entry Principals:** just give me the group, that is all I need and I will listen and build relationships; through mentors; and personal communication and family/friend network suggests all is positive but each one is at a different level or experience and need.
- **Need to Know about Entry Principals:** just to build relationships and that will create roles and communication and more communication and structured time.
- **Information Source about Mentors:** they talk to each other and seek this interaction.
- **Recommendations for New Facilitators:** need to train them to know themselves; training in facilitation and need human relationship skills and to listen to others; and visit people on the site and administrators not always trusting so develop trust.
- **Thoughts on Meetings:** facilitators need more meetings themselves.
- **Thoughts on Relationship Building:** key to successful program; cluster groups needs cohesiveness to work; it is central to success, look forward to Columbus meeting to develop relations; and need more ways to communicate between members and foster relationships.

Questionnaire for Participants—August 2000

The questionnaire for mentors and entry year administrators (EYA) provided a significant amount of data on the development of supportive relationships. Survey responses were compared by gender and role (mentor or EYA). There was no statistically significant difference in responses by role at either the .01 or the .05 level of confidence. There was no statistically significant difference at the .01 level of confidence by gender. However there was a statistically significant difference at the .05 level of confidence on three questions: results of building relationships, objectives for website use training and objectives for email use training. A table with the *t* test results is included in Appendix J.

The first 12 statements in the questionnaire were written to evaluate the effectiveness or desirability of the major components of the Entry Year Program. Half of the questions were converted to negative statements to prevent respondents from "blindly" giving responses that matched their responses on the earlier questions. Appendix I contains the original questions and Appendix J their converted forms, where applicable, as well as the responses.

The following chart shows the means of these 12 statements with appropriate conversions. The means are from 4.96 to 6.94. Responses indicate agreement between the complimentary statements.


Mean Responses to Revised No's 1-12

Negative Statements & Responses Reversed

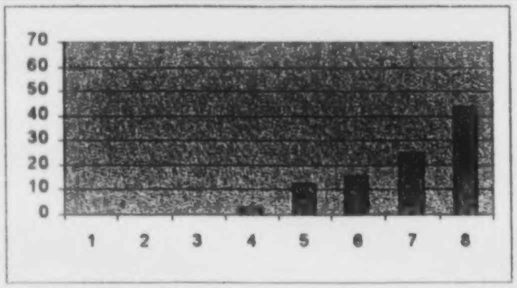
All twelve statements reflect one or more facets of building a supportive relationship. Statements 7, 11, 8, and 6 have the highest mean responses but the distribution of responses to those statements are skewed toward the strongest agreement response (8) with only statement number 8 showing a tendency toward a bipolar pattern and even that is bipolar within the *agree* range.

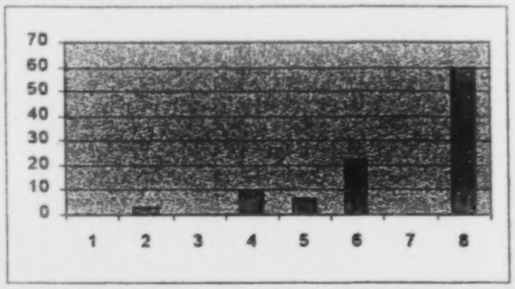
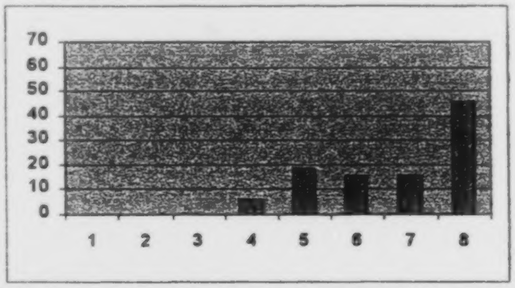
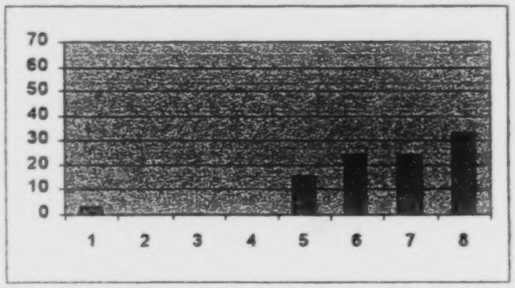
Responses to Items 1-12

Negatives Revised to Positive & Rank Ordered—Highest Mean to Lowest

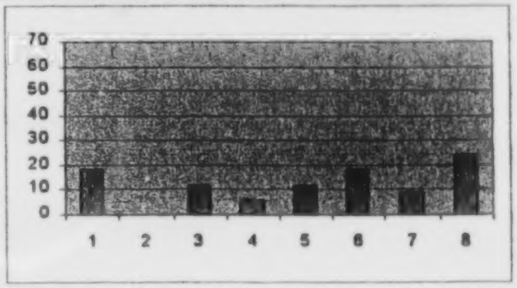
Mean, Standard Deviation, and Frequency of Responses in Percents

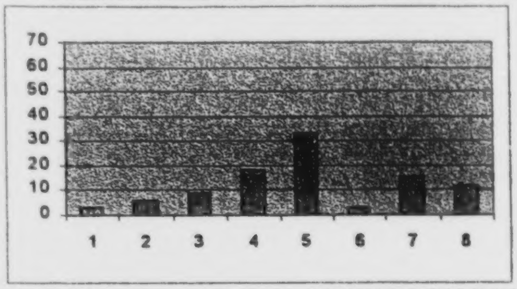
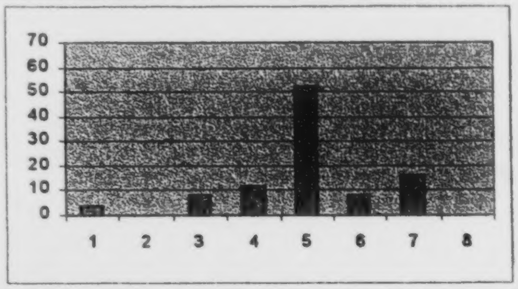
(Responses 1-4 signify disagreement; 5-8 signify agreement with the statement.)

Mean	SD	(Revised) Statement	Response Frequency in Percentages
6.94	1.19	7. (There is ~~no~~ a need for Mentors and EYA to have a choice in determining their pairings.)	

Mean	SD	(Revised) Statement	Response Frequency in Percentages
6.81	1.65	11. (I have not had trouble working with my mentor (for EYAs) or my EYA (for mentors).)	
6.76	1.37	8. (The small group facilitator has not hindered my Mentor-EYA team from obtaining the desired results of the Entry Year Program.)	
6.61	1.48	6. The practice of meeting in small groups of mentors and EYA is a benefit of the Program.	

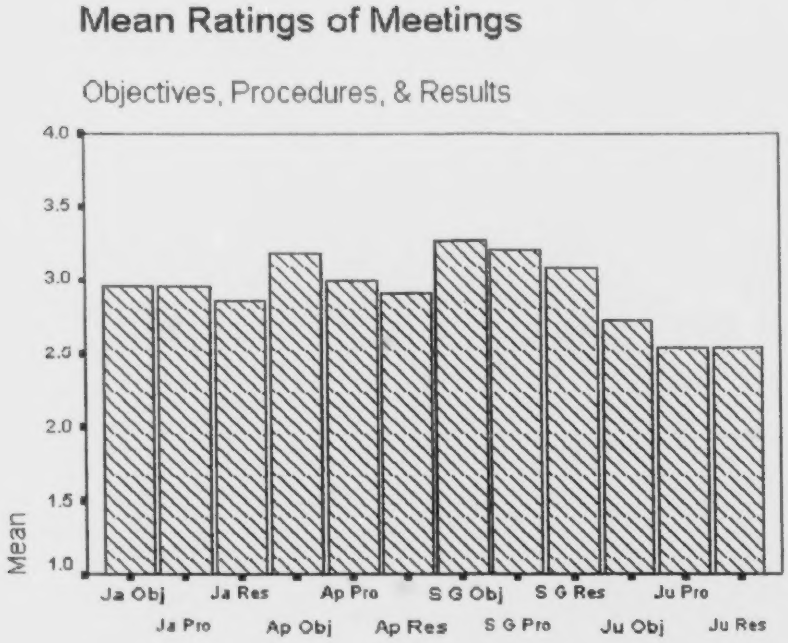
Responses to questions 5, 12, and 3 had the lowest mean scores and large or non-uniform distributions. Here the response distributions are varied. Statement 3 had the lowest mean and a bipolar distribution with one pole (response 5) very strong and the other (response 7) relatively mild. Statement 12, with the second lowest mean, was also bipolar with the same poles (5 and 7) although with a wider distribution and a less pronounced dominant pole. The third lowest mean response was to statement 5. It had a mildly tripolar distribution with the strongest pole at 8, slightly ahead of the other two poles at 6 and 1.

Mean	SD	(Revised) Statement	Response Frequency in Percentages
5.06	2.52	5. (I have ~~not~~ called on ~~anyone~~ someone in the Entry Year Program for information or other assistance with a professional problem.)	

Mean	SD	(Revised) Statement	Response Frequency in Percentages
5.02	1.85	12. Working with my small group's facilitator has had a direct positive impact on my efforts to improve my school's performance.	
4.96	1.37	3. The mentor has been helpful in obtaining the desired results of the Entry Year Program.	

Data that might be applicable to evaluating the "Development of supportive relationships" is in the January 2000 meeting and the small group meetings data. The January meeting was planned both to introduce the Entry Year Program and to begin development of the supportive relationships.

The responses to both the meetings and the training were limited to four possibilities (1=major change needed, 2= significant change needed, 3= minor change needed, and 4=no change needed) in three areas for each meeting (objectives, procedures, and results). Responses to meetings were unipolar centering on response 3. All the mean responses were higher than 2.5 with a range from 2.58 to 3.21. Small Group Meetings' objectives and procedures had the second and third highest means with results coming in at sixth—which was the highest mean for results of any of the meeting types. January meeting procedures was fourth with its objectives and results being seventh and eighth, respectively. Clearly lowest in all respects were the mean responses to the State meeting held in June.



Responses to the Building Relationships Training questions are applicable to the issue of the Development of Supportive Relationships. The Building Relationships Training questions were defined with the same three areas as Meeting questions—objectives, procedures, and results. The responses to these questions were unipolar, centering around 3, "minor changes needed." The mean responses ranged from 2.81 for Results, through 2.89 for Procedures, to 3.13 for Objectives.

From another perspective, one concept upon which the Entry Year Program was built was that of enhancing communication through use of electronic media. Data regarding that aspect is found in the ratings of the training elements. Use of email and the Program's website are communication activities that one may presume would have some impact in creating supportive relationships. Computer use could arguably also be included although the two most direct computer usages for communication are email and the Program's Internet website.

Several comments from the respondents might be instructive in evaluating this aspect of the Entry Year Program. Comments on meetings useful here are

- More cluster groups and networks around common interests and problems.
- Small group meetings have been a complete waste of time; and if they do not change significantly soon, I will stop attending.
- Our group has had a tough time meeting regularly.

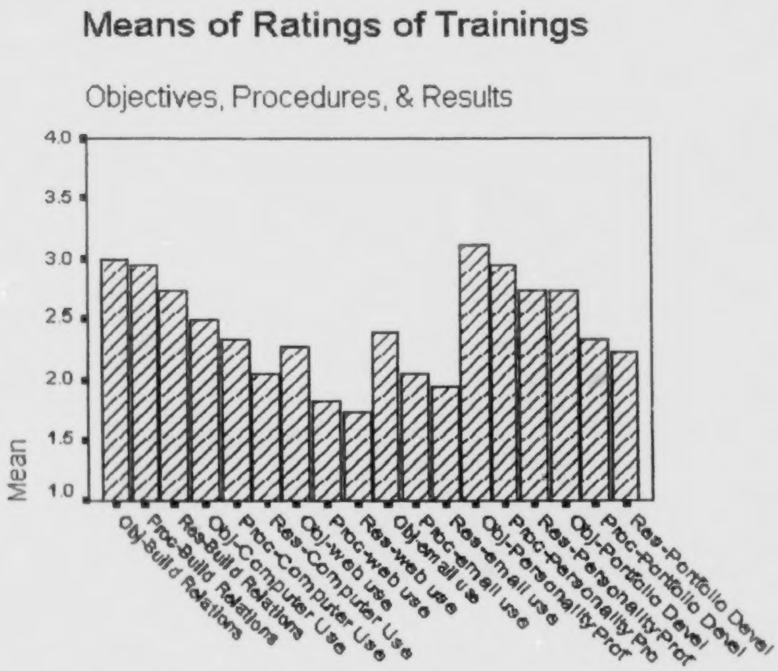
In the comments section after the training ratings, there were four comments that relate:

- Basically relationship was built not from training but as a result of the two individuals meeting with each other.
- More assigned time between mentor, mentee. It is difficult to make time with so much happening in both persons' schools.

- If the EYA and I did not have a prior relationship, I am not sure that the "training" would have had any effect.
- Focus should be on mentor-EYA relationships and doing tasks that are relevant to situation.

In response to a request for suggestions about what should not be changed in the first year of the program, seven comments supported keeping the small group meetings. There were several responses that suggested possible changes to the first year program. First, more time with groups on day to day problems and more commitment to meet as scheduled were mentioned. Also, more weekend meetings were requested—which might be a call for more time or a request to move existing meetings to a different time period.

More collaboration with the mentor and more opportunities for small group meetings were suggestions for the second year of the program.



The four lowest rated aspects of training are—from the bottom up—results of training for website use, results of training for email use, procedures of training for website use and procedures of training for email use. Their mean ratings range from 1.69 to 2.13

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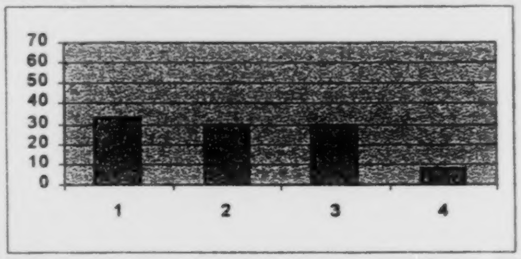
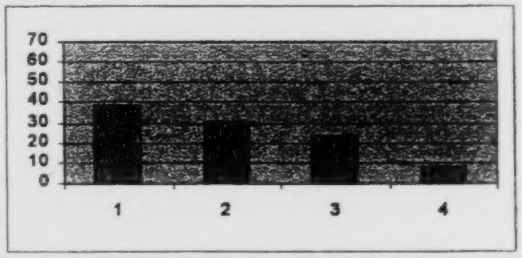
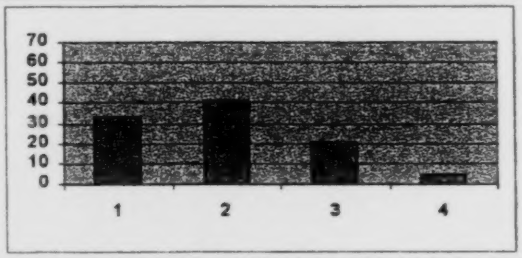
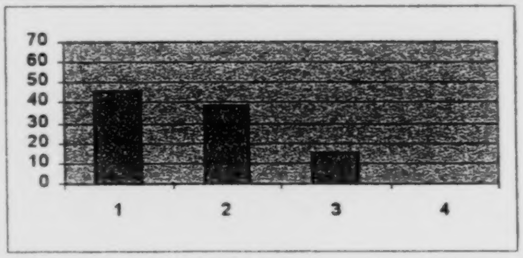
Responses to Training Items
Rank Ordered—Highest Mean to Lowest

Mean, Standard Deviation, and Frequency of Responses in Percents
Response Meaning:
1= major change needed; 2=significant change needed;
3=minor change needed; 4=no change needed

Mean	SD	Training: Objectives, Procedures, Results	Response Frequency in Percentages
2.13	.99	Email use: Procedures	
2.00	.98	Website Use: Procedures	
1.96	.86	Email use: Results	
1.69	.74	Website Use: Results	

Comments relating to the use of electronic communications in the comments' section on training include

- Force people to use the website.
- Give more actual hands-on computer training.

- I still need to utilize the website more and maybe we should have a training workshop at a computer lab.
- [Computer] could be extremely valuable communication tools. Hopefully the use of the computer, website, and email will be explored and improved for future training.
- Re.: use of program website: need to be in a lab setting for training.

These suggestions were made in response to the prompt seeking changes to the first year:

- Better computer training with website.
- Use of website and email has great potential but was not effective due to technical problems.

These suggestions were made for the second year:

- More people using the technology available. I quit checking because it's a waste of time.
- Computers that actually work.

Development of portfolios

Minutes general meeting—January 28-29, 2000.

There were no comments relevant to this topic.

Evaluation of general meeting—April 6, 2000.

While there were no evaluative questions related to the portfolio in the meeting evaluation, there were three comments related to them. The first was in a comment on question 5, "Need more input on portfolios." The other two were in response to the request for "Final Comments." One was direct, "I too would like more direction….Regarding portfolios—still a bit foggy." The other was more generic, "Please keep defining what the process is—give us specifics about timelines, etc." The Questionnaire and full results are in Appendix D.

Questionnaire for coordinating committee—May 16, 2000.

In this section responses that are in *italic typeface* are responses made by members of the Coordinating Committee who are also facilitators. Those in the regular typeface are by persons who are only members of the Coordinating Committee. The questionnaire and full results are available in Appendix E.

In response to the prompt, "Forces Affecting Success of the Entry Year Program—Blocking Factors," there were three relevant comments:

(1) The limited directions from ETS regarding portfolio development.

(2) I believe some self study or self assessment piece would have been helpful to designing a self improvement plan for the mentee. This step would have made it easier to target activities.

(3) The conflicts with our "real" job is a problem with facilitators & principals. Making the time to meet &/or to work on the portfolio will continue to be problematic

In response to the prompt, "In order to ramp up the program, there were three relevant comments:

(1) Keep or Expand: Focus on portfolio.

(2) Eliminate or Diminish: The "production" of the portfolio must be streamlined & functional--not a "mountain" or a "work of art.

(3) Eliminate or Diminish: Specific activities or outcomes--a process should be established not specific tasks--I would tend not to require the portfolio but create a process that encourages use.

In response to the prompt, "Initial Coordinating Work Leading to first Meeting of Mentors and Mentees," there was one comment: Keep or Expand—Clarification of portfolio design, format, & function.

In response to the prompt, "Concerning the Regional Meetings," there was one comment: Keep or Expand: Portfolio focus especially on state (NTE) requirements.

In response to the prompt, "Concerning the Small Group Meetings," there were no comments.

In response to the prompt, "Concerning Portfolio Development Activities," there were eight comments:

(1) Keep or Expand: More direction

(2) Keep or Expand: The portfolio should contain sections that relate to the ISLLC criteria.

(3) Keep or Expand: Keep it simple, personal, & focused

(4) Keep or Expand: This work will definitely have to be pushed next year. We will have to provide opportunities for one on one work & sharing for group feedback

(5) Eliminate or Diminish: Less emphasis on items that are not directly connected with the ISLLC standards.

(6) Eliminate or Diminish: Ambiguity of structure & format

(7) Eliminate or Diminish: I would not make it a requirement--good reflective process--other ways to accomplish.

(8) Eliminate or Diminish: Haven't done enough to really eliminate anything.

In response to the prompt, "Concerning the Communications Processes Used," there were no relevant comments.

In response to the prompt, "Indicators: Success/Need," there were five comments:

(1) Success Indicator: *Portfolio--"passing" the ETS end-of-program*

(2) Success Indicator: Artifacts in the completed portfolio. Case studies and scenarios

(3) Success Indicator: self reflection--portfolio type document-activity

(4) Success Indicator: A scoring rubric for self-assessment in the development of a portfolio.

(5) Need Indicator: Frustration with rigid format of portfolio & uncertainty of its use/value.

Interviews of facilitators—May 29, 2000.

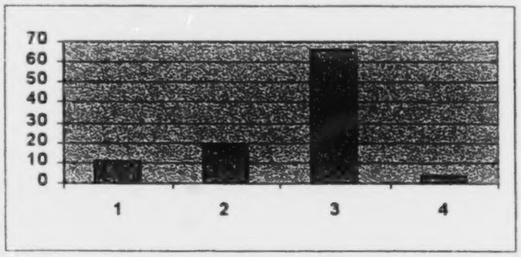
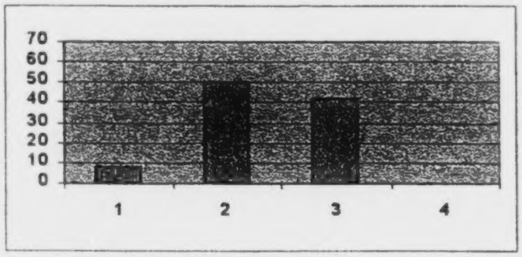
The comments of the four facilitators, in summary form, are in Appendix F. In this section their comments have been grouped by a shortened version of the prompt to which they were responding. After each prompt, commas separate multiple comments of a single facilitator and semi-colons separate comments of multiple facilitators.

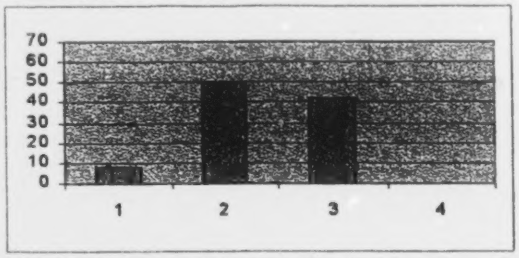
- **Program Purpose:** testing if portfolio is viable for licensure
- **Major Activities:** portfolio development, help all focus on documentation; and portfolio

- **Evidence of Success:** logs to show work; journaling of group
- **Results to Expect:** better understanding of portfolios; portfolios will be key to showing success; and will get some good portfolio work (but not sure if that will meet ETS or "others" standards).
- **Problems:** need more clarity on portfolio and how it will be evaluated; no clear direction from ETS or Columbus.
- **Resources:** need specific examples of a good portfolio and standards to evaluate it.
- **Needed Changes for Next Year:** tie agenda to portfolio and synchronize with professional demands; sharing documentation procedures among all participants; and grand meeting with ETS, ODE, and us to clarify better models.
- **Thoughts on Portfolio:** have to continue to encourage mentors and mentees to develop these and meet with clusters to make sure these are getting done; believe portfolio guides reflectivity, want clarity about what this looks like, and fit to job searching and grant writing; want more guidelines and look forward to reading more; and apprehensive about the quality of portfolio and fears that we will place too much significance on portfolio.

Questionnaire for Participants—August 2000

In the Questionnaire only one item was directly about Portfolio Development; that was the request to rate from 1 to 4 the Objectives, Procedures, and Results of training for portfolio development. Out of eighteen ratings, the aspects of portfolio development rank 8th (objectives) and tie for 11th (procedures and results). Their scores were above training for website and email use but below the other training areas. As the distribution charts below show, the objectives for portfolio development are seen to require only minimal change; but the procedures and results, while over 2.0 for the mean, tend more toward needing significant change.

Mean	SD	Training: Objectives, Procedures, Results	Response Frequency in Percentages
2.63	.74	Portfolio Development: Objectives	
2.35	.63	Portfolio Development: Procedures	

Mean	SD	Training: Objectives, Procedures, Results	Response Frequency in Percentages
2.35	.63	Portfolio Development: Results	

The comments contain a number of references to the portfolio and portfolio development. In comments about meetings are found:

- More structured deadlines for completion of portfolio questions.
- Portfolio is unclear.
- Some members of our group have never reviewed the correct packet needed to develop our portfolio.

In comments about training is found, "There needs to be more structure in the portfolio development."

In suggestions about the first year, there are no comments about portfolio development in response to the "Do not change" prompt, but there are these in response to the "Change about first year" prompt:

- Do not limit assessment to portfolio.
- More specific pattern to when things are due. A map for completing the portfolio. Checkpoints and dates.
- The groups must have a clear expectation for the portfolio—which components need to be completed and when.
- Less emphasis on portfolio—instead of creating a mechanism for reflection, it became a chore.
- Portfolio writing procedures, contents, deadlines.
- The possibility of using a timeline in order to ensure the mentees' progression and completion of assigned tasks.
- Change criteria for portfolio—develop tasks to be completed by EYAs and evaluated by mentor.

In suggestions for the second year, there are these notes:

- [There were several questions about judging portfolios and an appeal process from one respondent.]
- More guidance on the portfolio development.
- A different design of contents for the portfolio (as I understand it now).
- Someone to really work with me, one-on-one, with the development of my written work.
- Continue direction with completion of portfolio.
- I need portfolio development packet ASAP!

The meeting component.

Effective Meetings—Contributing Elements.

There are fourteen elements that may be considered in determining the effectiveness of meetings. These elements along with components and comments can be found in Appendix G. For the purpose of this evaluation the elements listed here were used to help order the various comments and information gleaned about meetings from the data sources. The components and comments related to the various elements were used as a standard against which to judge the effectiveness of the Program's meetings. The fourteen elements are

(1) Pre-work
(2) Location
(3) Physical surroundings
(4) Atmosphere/ Climate
(5) Agenda
(6) Purpose
(7) Convening meeting
(8) Ground rules
(9) During meeting
(10) During learning meetings
(11) Attendance
(12) Evaluation
(13) Ending meeting
(14) Minutes

Minutes of general meeting—January 28-29, 2000.

The PLUS comments from a review of the PLUS/DELTA (+/Δ) results are categorized according to the elements of effective meetings. Semi-colons are used to separate multiple comments in the same element.

- **Atmosphere/Climate:** P__ C__'s jokes; Mr. C. as MC was a great idea. He kept us laughing; thanks for a nice dinner;
- **Physical surroundings:** The hotel was very nice and comfortable; facility and food was good
- **During meeting:** great facilitators – thanks; good exercises. Relaxed and nurturing; good facilitators; I appreciate our sticking to the agenda timeline; activities/exercises were helpful – able to focus on task; great facilitator – cluster 3; Pat R. – you are a great facilitator.
- **Agenda:** [there was an] …agenda timeline
- **Evaluation:** [evaluators' note: there was a PLUS/DELTA evaluation done at the end of the meeting.]

The DELTA comments from a review of the PLUS/DELTA (+/Δ) results are categorized according to the elements of effective meetings. Semi-colons are used to separate multiple comments in the same element.

- **Pre-work:** I would have appreciated a more substantial breakfast, or if you had let us know it would only be a muffins so we could have gotten breakfast on our own; name tags and the name of the administrator's school and system; agenda should have been sent out ahead of time. I came unprepared; make handouts to go along with the overheads, then if you can't see, you can at least follow along; would be good to have a complete roster of all participants present;
- **Physical surroundings:** the breakfast was a little disappointing; turn down the heat; I would have appreciated a more substantial breakfast, or if you had let us know it would only be a muffins so we could have gotten breakfast on our own; flicking the lights was

uncomfortable; ditto - lights flickering on and off; we need a larger area for the large group meetings; name tags and the name of the administrator's school and system; could not see overheads at back of room; facility was not conducive to group discussion;

- **Atmosphere/Climate:** have dinner together; view video in room via closed circuit; come back in AM and review findings; discussions would be better and people would feel a lot better;
- **Agenda:** agenda should have been sent out ahead of time; meet after on Friday night – 4:30ish; have dinner together; view video in room via closed circuit; come back in AM and review findings; do the housekeeping Friday night (review goals, give homework for the remainder of the evening, get computers, ice breaker, etc.)
- **Convening meeting:** do the housekeeping Friday night (review goals, give homework for the remainder of the evening, get computers, ice breaker, etc.)

Evaluation of general meeting—April 6, 2000. (Questionnaire and full results are in Appendix D.)

- **Evaluation:** there was an evaluation instrument used to evaluate the meeting.

Of the 14 questions requesting a rating, questions 9 through 12 and question 14 can be related to the elements of effective meetings. The element, the question topic, and the average rating out of a possible 5 are

- **Purpose:** question 9—understood purpose from start; rating 4.3.
- **During the meeting:** question 10—participants listened to each other; rating 4.0.
- **During the meeting:** question 11—participants expressed openly and honestly; rating 4.4.
- **During the meeting:** question 12—agenda followed ending on time; rating 4.7 (highest rating given by participants)
- **Evaluation:** question 14—session met expectations; rating 4.2.

From the comments given to the fourteen questions noted immediately above and the responses to the four open-ended questions, those that relate to the elements of effective meetings are catalogued by those elements. Semi-colons separate responses from different respondents, while commas separate multiple comments from an individual respondent. Several comments are repeated under different headings when they apply to more than one heading

- **Pre-work:** didn't know about DiSC [Personal Profile System: Dimensions of Behavior] before today
- **Location:** let's find a lab with computers & internet access at one of our meetings;
- **Physical surroundings:** let's find a lab with computers & internet access at one of our meetings; [improve] facility, accommodations; [improve] technology; [improve] space; [improve] technology; [improve] technology
- **Atmosphere/Climate:** glad we can get grad credit
- **Agenda:** more time for informal exchange of principal talk; sharing experiences with others; talking with my peers; perhaps a live demo of the web site and internet access at one of our meetings
- **Purpose:** didn't know about DiSC before today

- **During meeting:** too much side talking, no talking when someone else is talking; [improve] ability to keep people on task; [leader of activity] was too windy; [ended] early
- **During learning meeting:** explanations initially to an activity too involved; I too would like more direction, [a separate remark] regarding portfolios—still a bit foggy
- **Evaluation:** [session met expectations] within cluster; these are excellent opportunities to clarify questions in regards to this program; I enjoy coming; I like this group; this was very interesting and informative.

Questionnaire for coordinating committee—May 16, 2000.

In this section on meetings responses that are in *italic typeface* are responses made by members of the Coordinating Committee who are also facilitators. Those in the regular typeface are by persons who are only members of the Coordinating Committee. Semi-colons separate responses from different respondents, while commas separate multiple comments from an individual respondent. Comments are repeated under different headings when they apply to more than one heading. The questionnaire and full results are available in Appendix E.

- **About meetings in general:** [Success factors] Area meetings with the facilitator is an important component; *--The cluster concept has enabled us to facilitate conversations & build relationships vital to reflection & improved practice;* [to expand program, keep or expand] The cluster arrangement; [to expand program, keep or expand] strong focus on mentor-mentee relationship and group meetings to create a network; *Keep on doing what we are doing--until we have a reason to change;* [Concerning the Small Group Meetings, eliminate or diminish] Meeting outside the work day--important activity that should be given a high priority; [Indicators of Success] *Our meeting planning sessions; cluster meetings*
- **Pre-work:** [Concerning the Small Group Meetings, keep or expand] each local meeting should have a pre-planned purpose. The facilitator should set the format before the day of the meeting.
- **Agenda:** [Concerning the Regional Meetings, Keep or Expand] The regional meetings should allow for reflection on useful practices, Presenters should be allowed to share their expertise; [Concerning the Small Group Meetings, keep or expand] Allow some flexibility in the agenda for items that surface and have an interest for the entire group; Structured, yet informal sharing of R/R, procedures, policies, facility tours; Helpful--agenda should be driven by needs of the group; *Continue to provide a format where practitioners get support & ideas for problem solving;* [Concerning the Small Group Meetings, diminish or eliminate] *Some of the personal sharings can get long winded both in cluster meetings & coordinating committee. An agenda with time limits might help.*
- **Purpose:** [Concerning the Small Group Meetings, keep or expand] *Need to decide on what we want to accomplish;* Each local meeting should have a pre-planned purpose. The facilitator should set the format before the day of the meeting; [Concerning the Communications Processes Used, diminish or eliminate] With a better communication process there would be less need for meetings; [Indicators of Success] Small regional meetings--building a network of people who can support /help you; *Positive feedback with opportunity to interact with peers. --Sharing of ideas & information-->cluster meetings;*
- **Physical surroundings:** [Concerning the Regional Meetings, eliminate or diminish] Group too large--not enough time to process and discuss issues

- **Ground rules:** [Concerning the Regional Meetings, eliminate or diminish] *Table talk during presentation–educators are the worst audiences*
- **During meeting:** [Concerning the Regional Meetings, eliminate or diminish] *Table talk during presentation--educators are the worst audiences*
- **Attendance:** [Indicators of Success] Continued, active participation of all involved.
- **Evaluation:** [to expand program, keep or expand] *evaluation of cluster & regional meetings.*

Interviews of facilitators—May 29, 2000.

The comments of the four facilitators, in summary form, are in Appendix F. In this section their comments have been grouped around the elements of effective meetings and shortened versions of the prompts to which they were responding. After each element, commas separate multiple comments of a single facilitator and semi-colons separate comments of multiple facilitators.

- **Meetings in general:** [Changes needed for next year] series of structured meetings leading up to a large group meeting;
- **Pre-work:** [Problems] mentee/mentor not doing work between meetings; [Resources present or needed] facilitators need more time; [Advice for new facilitators] need time to prepare;
- **Agenda:** [Program purpose] create exchange structure for administrators; [Major activities] meet/discuss problematic situations; idea sharing, networking; [Problems] challenge to make two hour meetings meaningful; [Resources present or needed] need more training, topics for sessions; [Changes needed for next year] superintendents need to be more involved at original meeting; need preset agenda and specific directions, tie agenda to portfolio and synchronize with professional demands;
- **Purpose:** [Program purpose] create exchange structure for administrators; [Major activities] meet/discuss problematic situations; idea sharing, networking; develop relationships; [Changes needed for next year] more meetings to improve mentor skills; [Thoughts on meetings] facilitators need to continue to meet together;
- **During meeting:** [Evidence of success] we listen to each other;
- **Attendance:** [Evidence of success] good attendance; [Problems] sporadic attendance;
- **Evaluation:** [Evidence of success] feedback from large meetings; cluster evaluation sheet shows positive response; [What more to know about mentors] need more feedback on structure/content of meetings; [Thoughts on meetings] they are enjoyable and helpful; like facilitators meeting together, steering meetings are invaluable with good advice; cluster meetings will vary by the facilitator style, steering meetings were helpful, facilitators need more meetings themselves; very well run;
- **Minutes:** [Thoughts on meetings] smaller groups may not need minutes and they are often more paper weights than useful;

Questionnaire for Participants—August 2000

The mean ratings of the objectives, procedures, and results of the various meetings (January 2000 Introductory meeting, April 2000 Training meeting, the Small Group meetings as a group, and the June 2000 State meeting) are given in the table below. The June 2000 State meeting received the three lowest mean ratings, lowest for Results, next lowest for Procedures, and third lowest for Objectives. The Small

Group meetings overall received the highest ratings, although the objectives for the April 2000 Training meetings were rated the highest and the Results of the Small Group meetings were tied with the January and April meetings' Procedures.

Meeting(s)	Mean Rating for Objectives	Mean Rating for Procedures	Mean Rating for Results
January Introduction	2.97	3.0	2.9
April Training	3.21	3.0	2.86
Small Group Meetings	3.16	3.11	3.0
June State Meeting	2.8	2.64	2.58

Sorting the comments out according to the elements of effective meetings brings these groupings:

Pre Work: A calendar of events should be developed and distributed from the beginning.

More cluster groups and networks around common interests and problems.

Our group has had a tough time meeting regularly. Some members have never reviewed the correct packet needed to develop our portfolio.

More communication between facilitators so training experiences are consistent.

Location: More weekend meetings whereby the mentees can work and network with other small groups and within larger groups.

More frequent small group meetings.

Visitation to mentor's school or other schools to see actual administration in practice on site.

A major problem has been the distance for us to travel to meet together.

Agenda: More cluster groups and networks around common interests and problems.

The June meeting explanations, speakers, would have been very helpful in January to make objectives and procedures clear.

Statewide needed to offer more. It seemed like a waste of time and having that many administrators together could have tackled some major issues concerning education.

Statewide meetings need time for groups to meet in their clusters.

State meeting should be one day.

Allowance for EYA to present real problems and challenges for assessment and input by mentors—not just one's own mentor.

More time with groups on day to day problems.

More weekend meetings whereby the mentees can work and network with other small groups and within larger groups.

More guidance/structure for mentor/mentee relationship/meetings.

For each meeting there should be a book, articles, some suggested readings for discussion. Topics such as leadership, school climate, learning styles should be explored.

Bring in speakers that talk about best practices.

Visitation to mentor's school or other schools to see actual administration in practice on site.

Specific leadership development with focus on being a change agent.

Practical tips, realistic situations discussed,..., a panel for discussion of how legal, ethical, academic, teacher problems were dealt with by experienced principals.

1. Trends in education based on best educational practice and research; 2. Effective use of data; 3. Results of education initiatives that have come from Venture Capital, waivers, etc.; 4. Don't waste time with unproductive meetings...

Purpose: Meetings should focus on development of goals and becoming proficient as a principal.

Make sure objectives of sessions are in-service related to school law/continuous improvement.

Ground rules: Some members have never reviewed the correct packet needed to develop our portfolio.

During meetings: Keeping on task with regards our objectives concerning the project would be helpful—less irrelevant.

Small group facilitators could provide more leadership, direction, and information.

During learning meetings: Keeping on task with regards our objectives concerning the project would be helpful—less irrelevant.

Focus should be on mentor-EYA relationships and doing tasks that are relevant to education.

Information given to both the mentor and the EYA should be the same.

Attendance: Our group has had a tough time meeting regularly.

Interpretation of Evaluation Findings

Four general questions guided this evaluation. The following paragraphs summarize and interpret the key information provided by the respondents and the program documentation.

What are the views of the Coordinating Committee and facilitators (those delivering the program) about the program—what works and what could be improved?

What works, according to the Coordinating Committee including the facilitators, is the structure of the program, that is, the Coordinating Committee with the facilitators as members, meetings of the Coordinating Committee, regional meetings for specific purposes for all (Coordinating Committee members, facilitators, mentors, and entry year administrators), meetings of facilitators, and the cluster or small group meetings of mentors and entry year administrators facilitated by the facilitators.

Out of this mix there is satisfaction with the present level of development of the relationships between entry year administrators, their mentors, and the facilitators. Bringing about a level of trust and openness was the first order of business for the facilitators. The element of the program about which there is a level of concern is the preparation of the portfolio. There is uncertainty and uneasiness over what the final product should look like and how it will be evaluated. Nonetheless, the completed portfolio was put forth more than any other observable behavior as an indicator by which one could determine the overall success of the entry year program.

As the main venue for carrying out the activities of the entry year program, the various meetings were viewed positively in just about every reference. The Coordinating Committee meetings were seen as open to the expression of a wide variety of opinions and as an effective planning and support mechanism. The facilitators drew a sense of support both in the reports they made in the Coordinating Committee meetings and in the suggestions and affirmations they received about handling problems in facilitating the cluster groups. The cluster/small group meetings were reported as effective in developing the mentor-mentee relationships and somewhat less effective in getting work started on the portfolios. It may be that the trusting relationships had to be developed before the more product oriented work of portfolio development could move forward in significant ways. Alternatively or additionally, the ambiguity about what an entry year administrator portfolio should look like created uneasiness in moving on this topic. Some desired more direction from the State or Educational Testing Service (ETS) although others saw the development of guidelines to be one of the functions of this program. All facilitators spoke of the need for significant structure, that is, timelines and product deadlines, for the next year of the program.

What are the views of the mentors and mentees (those receiving the program) about the program—what works and what could be improved?

There were three principal sources of data available for responding to this question: (a) the PLUS/DELTA (+/Δ) comments from the January 28-29, 2000 meeting, (b) the evaluation of the April 6, 2000 meeting, and (c) the questionnaire completed by 33 of the 50 mentors and EYAs. Looking at the beginnings of relationship building, the PLUS/DELTA (+/Δ) comments from the January 28-29, 2000 meeting show positive feelings about that. There were no negative comments related to this aspect of the program. Likewise in the evaluation of the April 6, 2000 meeting, all seven questions that related to relationships came out with mean ratings of close to or above 4.0 on a scale of 1 to 5. In response to the open-ended question about what could be improved, there were no comments related to relationships although one final comment asked for more time for informal exchange of principal talk. This indicates a generally positive attitude about the relationship-building component of the program. All means on the first twelve items on the questionnaire were positive, suggesting that the program was successful in building supportive relationships. The training items related to building supportive relationships also were all in the positive range with objectives and procedures rating higher than results. The relevant comments were mixed in that some comments could be interpreted to mean that the program had limited impact on developing the supportive relationships. On the other hand comments related to the small group meetings generally support keeping and expanding these meetings.

The use of electronic media, email and the website, as aspects of building supportive relationships, received the least favorable response. Indeed, the mean response to training for email use and for website use were in the negative range—the lowest of any responses related to training. Comments reflected a desire for more and better training in the area of electronic communications.

Looking at the portfolio development component, prior to the questionnaire there were only two pieces of information, two comments on the evaluation of the April 6, 2000 meeting, and both indicated uncertainty over the portfolio requirements. Data from the questionnaire indicates that the training related to portfolio development was better than that for electronic communication but not as good as all other aspects of the program. From the comments, it is clear that a sizable portion of the participants would prefer more clarity about the portfolio requirement; more structure in the process for developing the portfolio; and, to a lesser extent, some additional options or alternatives as to portfolio contents.

To look at the meetings component of the program, initially only the two meetings about which there was feedback from mentors and mentees were the two regional meetings, the initial meeting of January 28-29, 2000, and the training session of April 6, 2000. From those there were two common themes in the evaluations. First the participants felt good about the atmosphere, facilitation, and agenda of the meeting, and secondly, they think the physical facilities could have been better for both meetings. Additionally, from the January meeting some would have preferred a different process for viewing and discussing the video. From the April meeting, there were a few people expressing dissatisfaction with participants talking while the facilitator or presenter was speaking. Overall, there was satisfaction with the regional meetings.

Expanding to include the data from the questionnaire, three key aspects of all the meetings—objectives, procedures, and results—all were rated in the positive range. The lowest ratings were received by the State's June 2000 meeting. The Small Group Meetings received the highest ratings overall, although the objectives for the April meeting were the highest rating of all. The mentor and EYA participants viewed the meetings related to the Program rather positively.

How do the major components of the program compare with independent standards for those types of components?

One objective of this entry year program was the development of assessment processes and/or standards related to portfolios. However, since this component of the program has not yet developed any results, completed portfolio standards or benchmarks will not be examined in this year's evaluation. Nevertheless, it was possible to generate benchmarks for the mentoring program and effective meetings. These standards are detailed in Appendices G and H and briefly reviewed below in comparison to components of the Entry Year Program.

Mentoring.

This section outlines benchmarks on mentoring and compares those benchmarks to evaluation data. Mentor program benchmarks can be divided into two general areas: (a) structural and programmatic and (b) relationship building and role development. Subcategories of these two areas are listed below and compared to evaluation findings.

Structural and programmatic issues.

Survey responses and facilitator interviews did not directly address all of the components of the structural and programmatic issues related to running effective mentoring program. However, documentation of planning meetings and discussions with the Coordination Committee suggest that some of the structural and administrative needs of an effective mentor program were in place. For example, while there was no direct training for the directors of the program in coordinating a mentor program, their work experiences as top educational administrators and/or college/university professors of educational administration prepared them for developing effective structures and administrative processes for the program. Survey respondents and facilitators complemented the work of the Coordinating Committee in structuring the program. Overall, it appears that this program had effective program coordination, and structural arrangements, and set times and places for interaction. However, communications systems and more direct and realistic goal setting, along with more training were needed for both mentors and mentees. The following short paragraphs detail the subcategories of this area.

Program Coordination: The existence of a coordinating committee and a facilitator network created a vital coordinating structure for this mentoring program. Responses from the survey and interviews with facilitators suggest that coordination may have been one of the most effective aspects of this pilot program.

Initial Evaluation & Placement: The initial placement of the mentors was set in a meeting that was considered effective for developing the mentor-mentee relationships. Several facilitators suggested, and survey responses confirmed, that latitude in pairing mentors and mentees was desired. Initial "Formal" evaluation was not evident in the program for either mentor or mentee placement. However, mentor and mentee input for pairing in initial placement was evident and respondents to the survey rated high their desire to see this continue. However, a suggestion was made that school characteristics, mentor/EYA proximity and other factors be considered in initial pairing and placement.

Effective Mentor Training: The regional and local meetings were rated highly in the survey and in facilitator interviews. It appears that these meetings played an important role in mentor training. However, one mentor noted that the training on relationship building might not have been needed because relationship building between mentors and EYAs would have taken place automatically as they spent time together. It could be that training needs to be more focused on goal setting and role development in the mentor program than on relationship building. Other training issues are detailed elsewhere in this report.

Realistic Goal Setting: Some realistic goal setting was evident in the actions of the coordination committee and as the facilitators when they set timelines and agendas for meetings. The small groups also set times, places, and agendas for meetings such that they would fulfill their needs. All this suggests that effective goal setting was present. Nevertheless, this subcategory appears to be one of the weakest areas in the program. Many written survey comments noted the lack of clarity in goal setting and the need for additional timelines and more deadlines. They also noted the lack of focus on portfolio development. Over 12 separate handwritten comments negatively commented on goal setting. Words and phrases like "Directionless," "frustrating," and requests for "more guidance," "more leadership, direction, and information," and "stronger, clearer goals/objectives" were evident in these comments. General comments from facilitators and other sessions corroborate this specific area of concern.

Set Times and Places for Interaction: Many forms of interaction and "meeting" were evident in the program. Both local and regional meetings provided opportunities to interact. Overall, they appear to be well attended and rated as helpful. However, mentor and mentee interactions seem to be given less favorable, although still "positive," overall ratings. Time and travel constraints were mentioned frequently as a barrier for effective and consistent meeting between mentors with mentees. One survey respondent specifically requested that mentor-mentees be within the same district to facilitate such meetings. Another respondent wished there were pre-set times for these meetings. On the positive side, facilitators appear to be making frequent telephone checks on mentors and mentees and the program has held regular cluster group and regional meetings. (See the section below on effective meetings for more detail on this issue.)

Communication System: The communication system was the target of comments for improvement particularly with regards to training participants in the use of the computers for communication. The Program had a plan to use extensive electronic communication but that has yet to come to fruition for many participants. As documented previously in the review of survey findings, and below in the effective meeting section, communication processes were fairly effective at meetings but not highly rated, although still on the favorable side of the Lickert scale, in reference to computers. Technology difficulties and lack of training appear to be a factor here. It appears that participants wanted more communication to occur with emailing and the program's web page, but they generally felt more training was needed for this was to occur.

On-going Evaluations: Some viewed the development of portfolios as a process that would provide on-going evaluations. However, as noted earlier, portfolio development is still in its formative stages in this program and needs more attention if it will be a format for on-going evaluation.

Relationship Building and Role Development

The EYP appears to be doing fairly well in accomplishing many of the subcategories of this second major area of mentor program benchmarks. Overall, facilitator interviews, meeting comments, and survey responses indicate relationship building was successful. The objectives and procedures related to building relationships received high scores on the survey suggesting overall success in "this area. However, respondents reported lower ratings, although still favorable, on mentor's helpfulness in reaching program goals. This suggests that the impact of relationships on goals has yet to be evident to some participants. Furthermore, it appears that relationships and networks are not being fully utilized to meet portfolio goals or to improve EYA responses to "real school problems." Relationship building processes may need to be more effectively built around goal attaining exercises, experiences, and outcomes. Furthermore, some data suggests that role definitions were not as clearly set and role development was not sufficiently provided for some participants. The following short paragraphs detail the subcategories of this area.

Develop Respect & Trust: In the area of relationship building and role development, earlier comments on relationship building suggest that the development of respect and trust is well underway. Direct facilitator comments and a general reading of survey responses suggest that respect and trust were present in the program and in the periodic program meetings. No distrustful and disrespectful comments were directed at program participants by other program participants during the evaluators' data collection process. However, it is possible that widespread concern about lack of direction and goal specificity from top leadership could degenerate into disrespect for leadership if more organization and direction are not provided to participants.

Develop Consistent Communications: If meetings and relationship building exercises are taken as a key indication of communication, this area was successful. However, as noted above, participants did not always utilize communication networks to solve "real problems" (survey question 5) and improve schools (survey questions 1 and 12). Communication may need to be more focused on goal attainment. For further communication issues see the above comments about the Communication System.

Set Feedback Processes: Feedback processes between the mentor and the mentee were not full researched. However, interviews with facilitators suggest that the facilitators played an important role in the feedback loop between mentors and EYAs, and between mentor-EYA pairs and the coordination committee.

Role Description & Development: The establishment and clarification of mentor and mentee roles was handled by the facilitators in the small group parts of the initiating January meeting and the follow up cluster meetings. However, more training in this area was requested by facilitators and indicated in survey responses.

In summary the mentor component of this program addressed many of the standards for good mentoring programs but some improvements, as noted above, are needed.

Meetings

Fourteen elements were used as benchmarks for evaluating the presence of effective meetings. Some components of the pre-work phase of effective meetings are being completed, developing the agenda and notifying the attendees. Mentors and EYA gave generally high ratings for the objectives of the meetings although evidently some of the meetings have not had their purpose(s) made clear in the agenda. Other components were missing because some attendees are not preparing for the meetings. The lack of clear purpose is also evident at the meetings themselves. Meeting purposes were not uniformly clear. This may be because the purpose itself is not clear or because the convener/facilitator of the meeting does not state it at the beginning of the meeting. A few comments suggested calendaring the meetings, particularly the longer ones, further in advance and building the agendas around common interests and problems.

Location did not appear to be a problem so much as the actual physical surroundings of the meetings. When training in the use of technology for communications was on the agenda, the facilities at the meeting site were not viewed as supporting the activity. The physical surroundings of the two regional meetings received comments suggesting improvement in that aspect. The comments of the facilitators regarding the meeting locations and facilities for the cluster meetings were positive and supportive. The Mentors and EYAs had little to say about the locations of the meetings although there was a comment about the distance some have to travel and a suggestion to visit operating schools as part of the development activities. From the meetings observed by one of the evaluators and the descriptions given by the facilitators, attention has been paid to obtaining an appropriate climate for the various meetings. There are even comments of appreciation for the tone setting at the initial January meeting. Agendas have been set for nearly all meetings although not usually distributed in advance. Putting time frames for parts of the meetings on the agenda has been suggested and so probably has not been done. The reason given for putting the time frames on the agenda does not relate to the complexity of the meeting but rather to a desire to curtail long-winded speakers.

At the Coordinating Committee meetings a review and acceptance of the minutes from the previous meeting brings the recent progress and situations to mind at the beginning of the meetings.

From the perspective of the Mentors and EYAs the procedures for conducting the meetings and the training sessions have been acceptable, that is, all the means were rated in the favorable range. No evidence was found that ground rules were explicitly stated or agreed to by the participants of meetings at any level. The reference to long-winded speakers and the lack of preparation and listening on the part of some participants suggests that the implicit ground rules were not strong enough to control that type of behavior. Evidence suggests that the meetings were kept moving along well and ended at the expected times, although one participant commented about the need to keep on task in the meetings and training. In addition, no one expressed concern at not being involved in any of the meeting dialogues.

Responses about attendance were mixed. Evidently most people were coming to the meetings but some concerns expressed by the facilitators and a few of the participants were about the lack of attendance by a few program participants. Attendance or lack of attendance could be considered an evaluative comment about the quality or value of the meetings to the individual. Beyond that the regional meetings and at least one cluster group have been doing formal evaluations of their meetings. For the others there was no evidence of overt evaluation but some informal reactions were noted by conveners or one or two others in the group.

There was little evidence about practices in the ending of the various meetings. The minutes for the Coordinating Committee meetings were faxed to the participants shortly after each meeting and hence serve as a summary and reminder of assignments accepted during the meeting.

In summary most of the elements of effective meetings appeared to have been present at the various types of meetings held in the program although not all components of those elements were overtly present.

What is the worth of this Entry Year Program as a means for the entry year principal to fulfill the requirements for the 5-year license, develop his/her portfolio as an assessment device and develop a support program for professional growth and successful entry into educational administration?

In the very strictest sense of this question, the pilot entry year program would fulfill the requirements of OAC 3301-24-04 and 3301-24-02 for the issuance of a five-year license once the process and rubrics for assessment of the portfolio are worked out. It has all the essential parts.

Determining how good it is or its relative value is a much more difficult proposition. And it is made more so at this time by three factors: (a) the standards and means for determining the quality of the portfolio—identified by most as the indicator through which to determine the success of the program—are not in place, (b) the pilot program has not yet produced a portfolio, only select portions and those have not been shared outside the cluster groups, and (c) because of (a) and (b) it is not possible to compare the resultant portfolios with those produced in other programs.

This Entry Year Program has demonstrated that seven institutions with roles in preparing administrators can work together and work with practicing and retired field administrators to develop an entry program. What weakness there was appears to lie in the level of participation by practicing administrators, particularly superintendents. The only practicing superintendent directly involved was one of the co-directors. The inclusion of retired field administrators offsets that lack to some degree, but more participation by superintendents seems needed.

The structure of the program in having facilitators who are full members of the Coordinating Committee and coaches to both mentors and mentees in the development of the mentoring relationship meets a benchmark of mentor programs. Beyond that, the facilitators had positive comments on the support they felt. They were able to tap into that support by accessing the wide array of knowledge and talent on the Coordinating Committee. This provided the entry year administrator with a support system more powerful than just a mentor. In essence, entry year administrators were able to tap into the pre-existing networks not only of their mentors but also of all the mentors and the facilitator of their cluster.

The facilitators were involved in more meetings than others who participated in the program. They met as members of the Coordinating Committee, as facilitators of their clusters, and as participants in the regional training meetings. Additionally, they chose to meet with each other in separate facilitator meetings. Considering the concern over time expressed in the data collection, one would expect they would be most critical of meetings. However, they made no comments toward eliminating meetings rather they suggested the need for more meetings with fellow facilitators. They also suggested meetings for mentors alone and mentees alone, although they were not clear if that meant without the participation of the facilitator. Beyond the direct point of the comments, these comments tended to suggest that the meetings of the program were not pro forma rituals to be endured but rather activities that contributed to the achievement of their and the program's goals.

Overwhelmingly the participants have positive things to say about the relationship development aspect of the program. That was the target goal of the initial meetings and has been judged successful by the participants.

CONCLUSIONS AND RECOMMENDATIONS

General Comments

There are at least three aspects of this program that stand out as effective and exemplary. They should be repeated in the future and possibly replicated in other similar programs.

1. The planning was orchestrated by a coalition of diverse participants. This allowed the Coordinating Committee to win early buy in from major players in education: EYAs, academics and universities, superintendents and school districts.
2. The creation of facilitator positions in the program provide a useful middle management function to keep the program on task. These facilitators provided excellent resources for both mentors and EYAs and a feedback loop to the Coordinating Committee.
3. The development of both general and local meetings and good attendance at these meetings appear to be a crucial element in the success of this program. In the future, more refinement of this already effective component may prove even more helpful to the Entry Year Program.

At least two aspects of this program stand out as needing significant improvement.

1. Realistic goal setting needs to be improved. Such goal setting needs to be directly linked to portfolio development, meeting agendas, results, and training. Participants need to be provided clear objectives from the start. Furthermore, these objectives need to be continually reassessed, updated, and stressed to participants.
2. Electronic communication needs to be more effectively utilized to facilitate goal attainment and to support EYAs. This requires both more and more effective training for participants in the use of electronic communication and more effective technical management of electronic resources (that is, web pages, threaded discussions, etc.).

Strengths

Support for professional development.

(1) The program provides an extensive support system for entry year administrators that goes beyond the simple mentor-mentee relationship. Administrators have access to the pre-existing networks of all the administrators in their cluster groups and that of their group's facilitator.

(2) The facilitators played an active role in the program. They did more than arrange place and time for meetings. They viewed their role as including coaching, supporting, and motivating both mentors and mentees in developing the mentor-mentee relationship. They were active participants rather than sideline observers.

(3) Some of the mentees had at least some choice in their mentors.

(4) The development of trusting, collegial relationships was taken as the first step in the program.

(5) The facilitators extended their network and support structure by participation as full members of the Coordinating Committee.

(6) The participants were open to diverse views and opinions.

(7) Small Group meetings received high, positive mean ratings.

(8) Positive support relationships were established between and among mentors, EYAs, and facilitators.

Assessment/portfolio development.

(1) The facilitators and to some extent the mentors and EYAs, did not view the portfolio as an end in itself but as a means to develop relationships (a common project), to facilitate professional development, and as a tool for enhancement of career and current job performance

Pilot program structure.

(1) The diversity of backgrounds and current professional situations of the planners aided program development. Field administrators and higher education instructors successfully collaborated in designing the program. Urban, suburban, and rural professionals participated in the program development and operation.

(2) There was successful collaboration among the seven higher education institutions and practicing administrators. Additionally, several of the higher education instructors had K-12 administrative experience.

(3) The facilitators were key in successfully translating the ideas of the Coordinating Committee into reality. The diversity of their backgrounds became a strength for them as a group.

(4) The program allowed great flexibility to the facilitators and cluster groups to set their own agendas and make their own way toward the program objectives.

(5) The program met most of the benchmarks for mentor programs.

(6) Most of the elements of effective meetings were practiced or present.

(7) There were attempts to provide multiple avenues for communication, especially to incorporate email and a website with a threaded discussion capability.

Weaknesses/problems

Support for professional development.

(1) Facilitators expressed a need for more contact with each other.

(2) Mentors and mentees might need to have some "role alike" meetings.

(3) To this point the support relationships have not had an observable impact on the long term goals for the entry year program, assessment by portfolio review and school improvement

(4) Use of the electronic media for communications has not materialized in a significant enough way to be rated favorably by most participants.

Assessment/portfolio development.

(1) There has been a lack of clarity about portfolio format, procedures for development, and standards for assessment.

Pilot program structure.

(1) The facilitators expressed differing views of the purpose of the program. There were many similarities but also some significant differences.

(2) Facilitators who are full-time employees experienced a time crunch between the demands of their regular duties and the program meetings and other responsibilities of a facilitator.

(3) Some mentors and EYAs experience a time crunch or a priority conflict over the various meetings required by the program.

(4) Facilitators who are retired experience a lack of support services such as clerical assistance, long distance telephone service, and office equipment availability.

(5) There were few big city participants in the program either as planners or as mentors/mentees. Although invitations were extended on several occasions, both in writing and by personal contact, the major city school districts chose not to participate.

(6) University personnel were the majority of participants on the Coordinating Committee. Districts were invited to send administrators to participate, but few chose to do so.

(7) Some elements of effective meetings were not regularly incorporated into the program's meetings, for example, minutes or meeting notes and evaluations of all cluster meetings.

(8) The use of electronic communications has been uneven.

(9) Lack of clear ground rules in general and lack of adherence to implicit ground rules concerning sidebar talking during meetings.

Recommendations

Support for professional development.

(1) Consider building time for "role-alike" sessions into the program and cluster meeting agendas. The two facilitators who had experienced earlier pilot entry year programs shared ideas and procedures with the other two. All the facilitators expressed appreciation for the opportunities to share with each other. These role-alike meetings of facilitators should not replace their regular meetings with the Coordinating Committee. Mentors and mentees would probably benefit also from similar role-alike sessions.

Assessment/portfolio development.

(1) The second year of the program will need to focus more attention, training, and professional development on this area. Yet, to keep it from becoming a form of busy work, that is, work done for the sake of doing it, the focus should be on the broader goal of school improvement and how to document work toward that end in a portfolio.

(2) The participants need to clarify the portfolio expectations. While there is an unwritten understanding that the portfolio is a means to get mentors and mentees to work together, to develop their relationships and networks, there is uncertainty about what the portfolio should look like and the process for creating it—even in what order to take the components. An emerging attitude is that the order in which the components are prepared should correspond to and help the participants deal with their current administrative problems. Additionally, tying portfolio preparation to future job search possibilities and/or grant proposal writing has merit and should be encouraged.

Pilot program structure.

(1) The Coordinating Committee should work with superintendents to bring in practicing and/or retired administrators so that they number at least one-half of the Coordinating Committee. Considering that the entry year experience is the beginning of the practice of administration, it is a reasonable expectation that practitioners should have the major role developing and running the administrative entry year program. There needs to be a hand off of responsibility from the preparatory phase to the practice phase. Having the program dominated by university personnel does not signal this change over in responsibility.

(2) The Coordinating Committee should reach out to the urban districts for program participants or to exchange information about what they are doing in designing entry year programs. The major city districts may be large enough to create their own programs but they, as well as their school district neighbors, would benefit from the interaction.

(3) If the program is to continue or expand, the Coordinating Committee should expand the recruiting and hiring of successful, retired administrators as facilitators. Many of them are already trained and/or experienced in mentoring and coaching roles. Since the role of facilitator takes time but is not a full time job, retirees might be attracted to this opportunity to help their profession without the squeeze of a fully loaded work schedule.

(4) Relationship building goals and processes could be built more closely around goal attainment issues like portfolio development and school improvement.

(5) The Coordinating Committee should develop a communication handbook and training program for the Northeast Ohio group as a whole. Provide the training in an equipped computer lab.

(6) Program and meeting facilitators should generate explicit ground rules and secure assent to them. Expressed concerns about the meetings could be addressed if the ground rules were made explicit and the group committed to honoring them. Upgrading other meeting practices in accordance with the elements of effective meetings should be an ongoing process determined in major part by continuing and expanding the practice of evaluating each meeting.

(7) Regional and state level meetings should be scheduled long in advance. Those scheduled during school break times should be scheduled early in the school year to allow participants time to work them into their "off time" calendars.

(8) Provide office support services to those facilitators who do not have access to them in a place of employment. This could include prepaid long distance telephone cards and an office (school district or ESC) near them that would provide a desk and office support as needed.

APPENDIX A

Ohio Administrative Codes
3301-24-02
3301-24-04

3301-24-02 Performance based licensure. Text of Rule

In order to complete the entry year program as described in rule 3301-24-04 of the Administrative Code, a beginning teacher must be able to demonstrate success in the classroom. Since the most important measurement of a teacher's success is student success, the evaluator must consider each of the following ten areas in the light of student success.

(A) Subject matter

The teacher has a thorough understanding and knowledge of subject matter and uses such knowledge to create effective learning experiences for students.

(B) Student learning

The teacher understands how students learn and develop, and creates opportunities for each student's academic development.

(C) Diversity of learners

The teacher understands differences in how students learn and provides instruction to accommodate such diversity.

(D) Planning instruction

The teacher plans instruction based on knowledge of subject matter, of students, and of curriculum goals and models.

(E) Instructional strategies

The teacher uses a variety of instructional strategies that encourage each student to develop critical-thinking and problem-solving skills.

(F) Learning environment

The teacher creates a learning environment that encourages active, engaged learning; positive interaction; and self-motivation for all students.

(G) Communication

The teacher effectively communicates in the classroom by using a variety of communication skills, including verbal and nonverbal techniques, technology, and media.

(H) Assessment

The teacher effectively uses formal and informal assessment strategies to evaluate student progress.

(I) Professional development

The teacher analyzes past experience and pursues professional development opportunities to improve future performance.

(J) Student support

The teacher works with parents/family members, school colleagues, and community members to support student learning and development.

History

HISTORY: Eff 1-1-98 Rule promulgated under: RC 119. Rule authorized by: RC 3319.22(S.B. 230) Rule amplifies: RC 3319.22(S.B. 230)

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3301-24-04 Entry year. Text of Rule

(A) Entry year program

(1) The entry year program shall be successfully completed prior to issuance of a professional license to a teacher or principal. Completion of the entry year as an assistant principal meets the entry year program requirements for the principal license.

(2) The entry year program shall include both a formal program of support, including mentoring to foster professional growth of the individual, and assessment of the performance of the beginning teacher or principal.

(3) A candidate for the entry year program shall hold a provisional license issued pursuant to paragraph (A) of rule 3301-24-05 of the Administrative Code for a teacher; or paragraph (B) of rule 3301-24-05 of the Administrative Code for a principal.

(4) The entry year program shall be one academic year in length which shall include a minimum of one hundred twenty school days. In those instances when the teacher or principal is employed after the beginning of the school year, the entry year program shall be a minimum of one hundred twenty school days. Teachers or principals may attempt to complete the entry year program requirements no more than two times under the provisional license. Failure to complete the entry year requirements successfully after the second attempt will result in loss of the provisional license until such time as the candidate completes additional coursework, supervised field experiences, and/or clinical experiences as designated by a college or university approved for educator preparation, and is recommended by such college or university.

(5) The entry year program shall be developed by school personnel, a majority of whom shall be practicing classroom teachers, following guidelines established by the state department of education. School districts, chartered nonpublic schools, or consortiums of schools desiring to participate in the entry year program shall engage in collaboration with colleges or universities preparing teachers. The entry year does not replace employment evaluation. Entry year assessment is exclusively used for licensure determination.

(6) Districts and chartered nonpublic schools shall provide entry year teachers or principals full salary as determined by appropriate placement on the school district or school salary schedule.

(B) Entry year assessment

(1) An assessment of skills and abilities appropriate to the field of licensure shall be used to assess the entry year teacher or principal.

(2) Assessment of the skills and abilities of the entry year teacher or principal shall be prescribed with the involvement of the profession, shall be administered under the authority of the state board of education, and shall:

(a) Encompass the performance-based licensure requirements specified in rule 3301-24-02 of the Administrative Code for beginning teachers, with appropriate modifications for principals; and

(b) Be conducted throughout the entry year period.

(C) Upon successful completion of the entry year program and assessment, the individual shall be deemed to have met the requirements for professional licensure.

History

HISTORY: Eff 1-1-98 Rule promulgated under: RC 119. Rule authorized by: RC 3319.22(S.B. 230) Rule amplifies: RC 3319.22(S.B. 230)

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APPENDIX B

The Evaluation Plan

The Proposed Plan

The purpose of this evaluation is to determine the workability and value of the program as a whole and the differential effectiveness of its major components in developing portfolios and as a contributing factor to school improvement. Thus, the major components selected for evaluation are

- the Entry Year Pilot Program as a holistic entity
- the initial coordinating work required to start the entry year program cycle
- the regional meetings, both the initial and subsequent meetings
- the local area group meetings
- the mentor-entry year principal relationship
- the portfolio development activities
- the role of various modes of communication in the program development and operation.

Information useful in fulfilling the purposes of this evaluation includes

- the opinions and judgments of the facilitators concerning the development and operationalization of the entry year program.
- the judgments of the participants as to the value of the program and its various components in the preparation of the entry year portfolio and in mentoring the entry year principal during the entry year.
- the judgments of the mentors about the contribution of the program and its various components to the entry year development of the new principals.
- if the Educational Testing Service (ETS) does, in fact, provide information about the quality of the portfolios, that information should be included in the evaluation process.
- once the portfolios are completed, the Coordinating Committee insights from its own evaluation of the portfolios and each member's judgment as to the contribution of the program and its various components to the development of the portfolios and the evidence of school improvement contained in them.

With the above evaluation objectives and specified information sources in mind, the evaluation procedures involved developing information gathering instruments and procedures to collect data from the following sources about the specified aspects:

- expert opinions of the Coordinating Committee regarding the initial coordinating components of the Entry Year Program.
- judgments of the local area facilitators, mentors, and entry year principals regarding the local and regional meetings. Information already generated from past meetings will be reviewed and used if appropriate. If information is not available for one or more meetings, a survey will be used to collect data about those meetings. As of the preliminary draft information has been collected from Coordinating Committee members and the facilitators with evaluative feedback from the two regional meetings held. Additional information is to be gathered from the mentors and mentees and about the local meetings.

- judgments of the mentors concerning the mentoring relationship, the various meetings and training provided, the development of the portfolio, and their perceptions of their own and their mentee's professional development and the impact of the entry year program on improving schools.
- judgments of the entry year principals concerning the mentoring relationship, the various meetings and training provided, the development of the portfolio, and their perceptions of their own development and the impact of the entry year program on improving their schools.
- judgments of the Coordinating Committee concerning the quality of the portfolios and evidence of school improvement.
- any feedback provided by the Educational Testing Service (ETS) concerning the portfolios. As of this report, no feedback has been received from the ETS. (As of the preliminary report, this aspect is still to be done.)

Two evaluators, one internal to the development of this program and one external, have interpreted the data individually and then combine their interpretations into a final analysis. This was to control for bias and maximize the quality of the interpretations and ensure that the evaluation process was open to unexpected data and/or results.

The evaluation is to report both the strengths and the weaknesses of the program components and the program as a whole. Supporting rationale is to be provided with each conclusion. Similarly, any recommendations made are to be presented along with supporting rationale. A draft of the evaluation report will be shared with the Coordinating Committee for their reflection and reaction prior to the report being finalized. This is to ensure that the report provides information/feedback in the areas desired by the Committee and to avoid including obvious errors in fact from being included in the final report.

One limiting factor in carrying out this evaluation was that the evaluation component was developed after the inception of the program. Consequently, data related to the early stages and initial meetings is limited to that which was collected by the facilitators at the time and the recollections of the participants when they are asked to reflect back to those early activities.

A second limitation is that the portfolios will not be completed within the timeframe of this first year's evaluation. Parts of the final portfolio were to be worked on and tentatively completed. However, the portfolio as the culminating work product will not be completed until sometime in the second year of the project. Consequently, evaluations based on or related to the quality of the portfolio must be tentative for this evaluation or await the second year's evaluation activities for comment and a more conclusive judgment.

Throughout the evaluation process and in the final report confidentiality will be maintained.

To carry out this program, Louis Trenta and Duane Covrig will manage the evaluation in accordance with the requirements of the fiscal agent for the Entry Year program. A preliminary draft report is to be provided before June 20, 2000. This preliminary report is to focus on the perceptions and opinions of the steering committee and the facilitators (who are also steering committee members). This information is to be utilized to inform the process of developing subsequent data. A draft final report is to be prepared in time for distribution to steering committee members before their September 2000 meeting to allow the steering committee to review the draft and reach conclusions based on the data and the tentative conclusion poised by the evaluators. The final report is to be presented before the October meeting.

Actions Taken and Data Gathering Instruments Used

- The Ohio Department of Education's request for a proposal to establish a pilot entry year program in Northeast Ohio was reviewed.
- The Northeast Ohio Principals Academy Entry Year Proposal was reviewed.

- Minutes of the meetings of the Coordinating Committee were reviewed.
- The Summary of Activities from General Meeting (January 28-29, 2000) was reviewed. The Plus/Delta debriefing results are reproduced in Appendix C.
- The evaluation responses to the April 6, 2000 General or Large Group meeting were reviewed. The questionnaire and results are in Appendix D.
- An open-ended survey for members of the Coordinating Committee was developed and distributed at the Committee's May 16, 2000 meeting. The survey and the responses are in Appendix E.
- The four facilitators were interviewed on an individual basis by the evaluators. The initial prompts used during the four interviews and a summary of the responses is included in Appendix F.
- A set of standards related to effective meeting procedures was developed from a review of selected literature about meetings. The set is reproduced in Appendix G.
- A set of standards related to effective mentoring relationships was developed from a review of selected literature about mentoring programs. The set is reproduced in Appendix H.
- A questionnaire was prepared and mailed to the mentors and entry year administrators whose addresses were in the program database as provided to the evaluators. A copy of this questionnaire may be found in Appendix I. Responses were received from the 31 of the fifty participants. Their responses, along with charts summarizing the responses, may be found in Appendices J and K. The first 12 comments to which the participants were to react were written so that a positive reaction to 6 would be a high score (5-8) and to the other 6 a positive reaction would be a low score (1-4). For purposes of analysis the negative statements and the low scores were converted to positive statements and corresponding high scores. The data in Appendix J presents the responses in both forms.
- Each of the evaluators reviewed the information gathered to date and reflected on it developing a set of ideas related to the data's analysis, evaluative conclusions supported by the data, and recommendations related to the program. The internal evaluator prepared a written draft that was then given to the external evaluator for criticism, challenges, and added elements of analysis, conclusion drawing, and recommendations. The two evaluators then sought to arrive at a consensus statement of the analysis of the data, conclusions supported by the data, and recommendations for improvement of the program.

APPENDIX C

Debriefing: General Meeting, January 28-29, 2000

PLUS/DELTA was used as a debriefing tool for the sessions. Comments are listed below:

PLUS

- Books talks
- Cluster #1 is terrific
- Pat Cosiano's jokes
- Thank you for providing an interesting and informative presentation. Thanks of your gracious hospitality!
- The hotel was very nice and comfortable.
- Mr. C as MC was a great idea. He kept us laughing.
- Is it possible to change the April 2 to the next week?
- Great facilitators—Thanks
- Thanks for a nice dinner
- Good exercises. Relaxed and nurturing
- Good facilitators
- Facility and food was good
- Thank you for this opportunity
- I appreciate our sticking to the agenda timeline
- Activities/Exercises were helpful—able to focus on task
- Great facilitator—Cluster 3
- Thank you for providing such an excellent opportunity to "stretch" and grow. Our students will greatly benefit.
- Pat R.—You are a great facilitator.

DELTA

- The breakfast was a little disappointing.
- Turn down the heat
- I would have appreciated a more substantial breakfast, or if you had let us know it would only be a muffin so we could have gotten breakfast on our own.
- Flicking the lights was uncomfortable
- Ditto—lights flickering on and off
- We need a larger areas for the large group meetings
- Name tags need the name of the administrator's school and system
- Agenda should have been sent out ahead of time. I came unprepared
- Could not see overheads at back of the room. Make hand-outs to go along with the overheads, then if you can't see you can at least follow along
- Would be good to have a complete roster of all participants present, i.e., name, work address, phone, email address
- Facility was not conducive to group discussion
- Meet after on Friday night—4:30ish
- Have dinner together
- Sent to rooms with homework
- View video in room via close circuit
- Come back in AM and review findings
- Discussions would be better and people would feel a lot better
- Do the housekeeping Friday night
    - Review goals
    - Give homework for the remainder of the evening
    - Get computers
    - Ice breaker
    - Etc.

APPENDIX D

Evaluation Questionnaire for April 6, 2000 43
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Responses: Comments 46

NORTHEAST OHIO PRINCIPALS ACADEMY

ENTRY YEAR PROGRAM
THURSDAY, APRIL 6, 2000

REFLECTIONS & FEEDBACK

Please take a few minutes and quietly reflect on today's session. Keep in mind the purposes of the session and assess how you feel it met your needs with regard to the following areas. Circle one number for each statement using this scale using the following scale, and elaborate your ratings with any comments you may wish to offer.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

The following objectives have been met:

To better understand aspects of my own personality 1 2 3 4 5

Comment:______________________________ Average = 4.5

To better understand aspects of others' personalities 1 2 3 4 5

Comment:______________________________ Average = 4.1

To better understand how I can best relate to other people 1 2 3 4 5

Comment:______________________________ Average = 4.1

4. To receive stimulation from the activities of other area clusters 1 2 3 4 5

Comment:______________________________ Average = 3.8

5. To receive ideas from the experience of other area clusters 1 2 3 4 5

Comment:______________________________ Average = 3.5

6. To increase my ability to use the Prosignia 150 notebook computer 1 2 3 4 5

Comment:______________________________ Average = 2.8

7. To increase my ability to access the OPANEOEYP web site 1 2 3 4 5

Comment:______________________________ Average = 3.9

8. To increase my ability to use the OPANEOEYP web site 1 2 3 4 5

Comment:______________________________ Average = 4.3

PLEASE CONTINUE ON BACK

9. I understood the purposes of the session from the start. 1 2 3 4 5

Comment:________________________________

Average = 4.3

10. Most participants listened carefully to each other. 1 2 3 4 5

Comment:________________________________

Average = 4.0

11. Most participants expressed themselves openly and honestly. 1 2 3 4 5

Comment:________________________________

Average = 4.4

12. The meting agenda was followed and the session ended on time. 1 2 3 4 5

Comment:________________________________

Average = 4.7

13. My participation contributed to the outcomes achieved. 1 2 3 4 5

Comment:________________________________

Average = 4.0

14. Overall, the session met my expectations. 1 2 3 4 5

Comment:________________________________

Average = 4.2

15. Overall, what was the best part of the session?

____

16. What part of the session should be improved?

____

17. What will you apply from this session when you return to work?

____

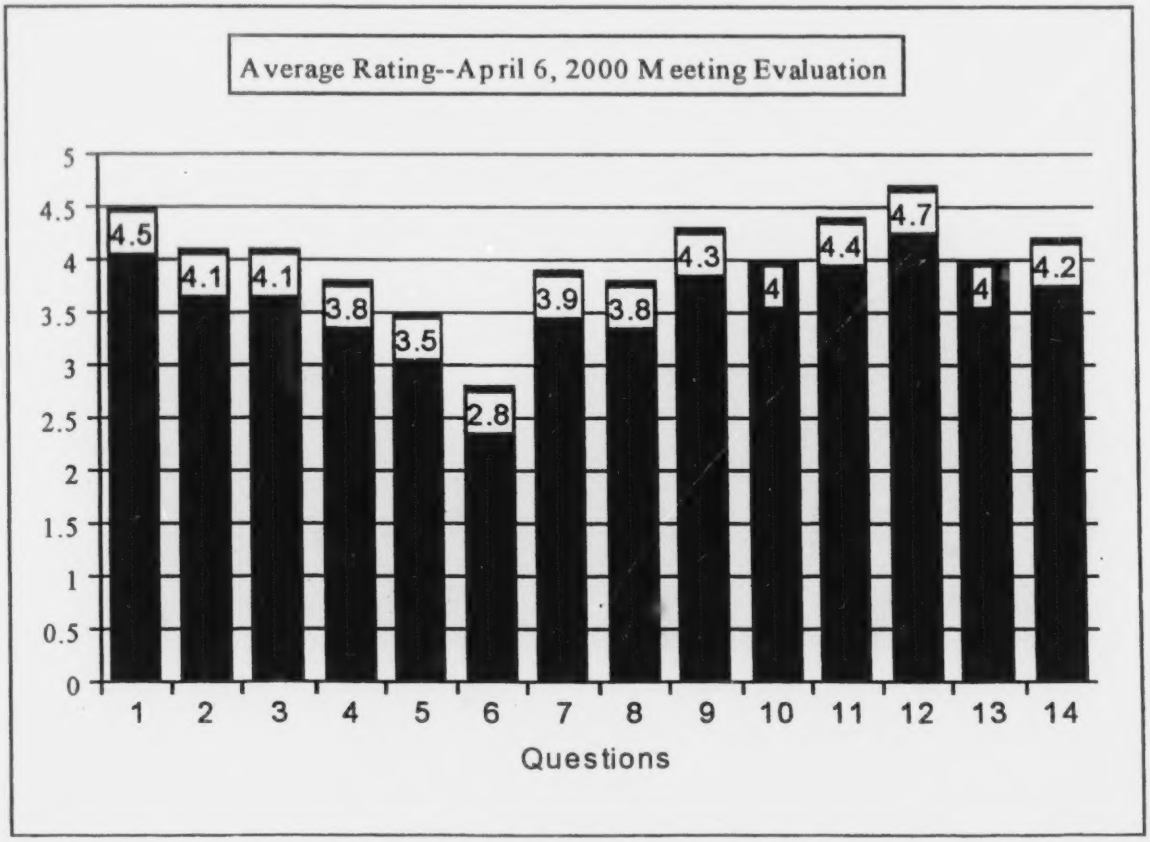
18. Do you have any final comments to offer?

____

THANK YOU FOR COMPLETING THIS ASSESSMENT

Descriptive Statistics

Question	N	Minimum	Maximum	Mean	Std. Deviation
N1	30	3.00	5.00	4.5333	.5713
N2	30	3.00	5.00	4.1000	.7120
N3	30	2.00	5.00	4.1333	.6814
N4	30	3.00	5.00	3.7667	.6789
N5	30	2.00	5.00	3.4833	.7250
N6	28	1.00	4.00	2.8214	.8630
N7	29	1.00	5.00	3.9310	.8422
N8	29	1.00	5.00	3.7931	.8610
N9	30	2.00	5.00	4.3000	.7497
N10	30	2.00	5.00	3.9667	.8087
N11	28	4.00	5.00	4.3929	.4973
N12	30	4.00	5.00	4.7333	.4498
N13	29	3.00	5.00	4.0000	.5345
N14	30	4.00	5.00	4.2333	.4302



Comments from Questions 1 through 14 and Responses to Questions 15 through 18

Comments	Best	Improve	Apply	Final Comments
Q3-need more. Q5 need more input on portfolios. Q6 I'm trying. Q7 O@#$%&*. Q8-will try (weak comment). Q9-didn't know about DISC before today. Q10-too much side talking. Q12-good. Q13-good. Q14-within cluster. Q15-What am I looking for? Frank's Cluster discussion helped me.	Insights into style	NO TALKING WHEN SOMEONE ELSE IS TALKING!	Differences are not deficiencies.	More time for informal exchange of principal talk. Thank you, Frank, Bob, Harry, Pat C. Glad we can get grad credit.
Q6- N/A	Personal Profile/Updates	Ability to keep people on task--I'm a C.	Accessing website	No
	Personal Profile	Technology		
	Sharing	Let's find a lab with computers & internet access at one of our meetings.		
Q12- Ahead of time!	Personality Profile	Technology	---------	
	Personal Profile		Info from Personal Profile	
Q7 & Q8-Same				
	Personality Inventory	Perhaps a live demo of the web site & log on particulars	Get on the web	Evaluation of staff-->relationship to frameworks, pathwise & praxis
Q1-very helpful exercise. Q6-I've not logged on yet.		Explanations initially to an activity too involved.	Review of DISC info/apply to situations daily.	
Q12-early	Networking with colleagues	Frank was too windy	Use my personal profile	No
Q4-NA. Q5-NA.	Profile	Frank's jokes (Just kidding--I'm and I!)	Improving communications	It's important to do this!
	Profile		Profile info.	Super!
	Profile was fascinating.		Profile--I want to further examine	I too would like more direction (I'm a "C"!). Regarding portfolios--still a bit foggy.
	Personal Profile--very helpful		Evaluate my interaction with the staff	Thank you for your efforts.

	Personality/Sharing within cluster		Personality	These are excellent opportunities to clarify questions in regards to this program.
	Sharing experiences with others			
	Talking with my peers.		The profile information	No
	Cluster meeting	Technology	Unknown	
Q6-N/A	Personality Profile		Understanding my staff's personalities better	I enjoy coming!
	The entire day.	N/A	N/A	Keep up the good work!
	The Profile			
	I thought the DISC activity was excellent.	Space		
Q12-!	The personality survey	none	Look at people more by their personality types	I like this group.
Q1- It was on target. Q2- I recognize other personalities within the building.	Personality Profile	Facility Accommodations	What was learned from the session of personal profile.	This was very interesting and informative.
	Inventory			Please keep defining what the process is--give us specifics about timelines, etc.

APPENDIX E

Questionnaire for Steering Committee Members 49

Responses by Topical Area 51

Northeast Ohio Entry Year Program
Assessment
May 16, 2000

ROLE: ☐ Steering Committee Member ☐ Facilitator and Steering Committee member

1. In your judgment, what one or two factors have contributed most significantly to the success of the entry year program to this point in time?

2. In your judgment, what one or two factors have most interfered with the potential success of the entry year program to this point in time?

3. In order to ramp up our entry year model to a state-wide program,

What should be left the same or be expanded?	What should be diminished or eliminated?

4. Think about the initial coordinating work leading up to the first meeting with mentors and mentees,

What should be left the same or be expanded?	What should be diminished or eliminated?

5. Think about the regional meetings held to date,

What should be left the same or be expanded?	What should be diminished or eliminated?

6. Think about your local area meetings

What should be left the same or be expanded?	What should be diminished or eliminated?

7. Think about the portfolio development activities to date

What should be left the same or be expanded?	What should be diminished or eliminated?

8. Think about the communications processes you have used to date (telephone, email, website, letters, etc.),

What should be left the same or be expanded?	What should be diminished or eliminated?

9. What behaviors, milestones, or products would you consider to be indicators of

success or quality in a component of the Entry Year Program (please give both the indicator and the component)?	a need for improvement in a component of the Entry Year Program (please give both the indicator and the component)?

RESPONSES

Those responses in *Italics* were made by Coordinating Committee members who are also facilitators.

Forces Affecting Success of the Entry Year Program

1. Success factors	2. Blocking factors
A. Facilitators work with their cluster. B. Excitement of the participants. C. Leadership D. Organization and follow-up	*N/A*
A. Leadership provided by the Director and Steering Committee. B. Lack of jealousy and turf concerns.	*A. Lack of direction from Columbus (ODE and State Coordinator). B. I fear that we are trying to act as the "best" entry year program possible...rather than the best possible field test of an entry year model.*
*The careful planning, organizing and general format. *The mentors are visionary practitioners in the field of school administration.	*The lack of knowledge with respect to the use of technology. *The limited directions from ETS regarding portfolio development.
1. the steering committee's "can do" attitude and excellent planning. 2. the mentors are people with some vision of what is possible with group effort. 3. Dan Hoffman's "kick off" remarks.	1. Time 2. Distance 3. Dropouts 4. Lack of knowledge as to how to use the technology.
1. Leadership & expertise of the co-chairs, as well as the dedication of the steering committee. 2. Enthusiasm & commitment of the facilitators. 3. Cluster configuration.	1. Proximity/travel difficulties related to 14 county region. 2. Time--technology was the key solution to managing both of these issues, but the problems with PC usage have been disappointing.
1. Forming & facilitating a structured mentor/mentee process. Many new administrators do not recognize the importance of receiving help & guidance when they begin their administrative career or they take over a new administrative position. 2. Collaboration of people--bringing people together to work & learn together. Building a network of people who you can call & learn from as you grow & develop. The demands & busy nature of these positions promote isolation. This program reinforces the importance of working & learning from others. Area meetings with the facilitator is an important component.	1. Distance & geographic separation. People are spread out over a large area. Makes it difficult to come together. Limits the informal interaction the busy schedules of everyone involved. Sometimes the day to day demands take priority over an activity like this one. 2. I believe some self study or self assessment piece would have been helpful to designing a self improvement plan for the mentee. This step would have made it easier to target activities.
--The people involved have made the program a success. The fact that representatives of 7 universities could come together in good faith is a testimony to their commitment to improving the quality of educational administration. --The cluster concept has enabled us to facilitate conversations & build relationships vital to reflection & improved practice.	*the conflicts with our "real" job is a problem with facilitators & principals. Making the time to meet &/or to work on the portfolio will continue to be problematic.*

In Order to Expand the Program

3. Keep or Expand	3. Eliminate or diminish
See. #1	*Nothing yet*
Too soon to say. Focus on portfolio. Communication between mentor and mentee.	*Really too soon to say.*
*The cluster arrangement. *Staff development sessions.	This format should remain in force.

*Greater use of technology in place of face to face meetings. We need both!! *Add a time management session.	Could the mentees have a greater role in finding a mentor? This would eliminate chance.
Smooth out the bump with technology	The "production" of the portfolio must be streamlined & functional--not a "mountain" or a "work of art."
Strong focus on mentor-mentee relationship and group meetings to create a network.	Specific activities or outcomes--a process should be established not specific tasks--I would tend not to require the portfolio but create a process that encourages use.
--Cluster concept & regular contact with mentees by both mentors & facilitators. --evaluation of cluster & regional meetings.	

Initial Coordinating Work Leading to First Meeting of Mentors & Mentees

4. Keep or Expand	**4. Eliminate or Diminish**
Continue what we are doing-->give this process an opportunity to work...	*N/A*
More focus on urban recruiting of mentors/mentees.	
*Mentors/mentees should select each other. *An orientation session for all mentors.	Disallow mentors and mentees to come from the same school district.
Now that we have a clearer idea of the model, explain it right up front.	
--Clarification of mentor role --Clarification of portfolio design, format, & function.	Anything that can be viewed as busy work, irrelevant, or unproductive.
Process seemed to work fine--people responded positively.	Weekends are difficult -- maybe keep the size of the groups smaller.
--Curriculum development should continue to be done by both practitioners & university personnel. --Involve input from participants.	*[Diminish] focus on large group needs. This is a time to expand our cluster work.*

Concerning the Regional Meetings

5. Keep or Expand	**5. Eliminate or Diminish**
Keep on doing what we are doing--until we have a reason to change.	*N/A*
Portfolio focus especially on state (NTE) requirements. True technology assistance.	
The regional meetings should allow for reflection on useful practices. Presenters should be allowed to share their expertise.	Nothing
More explanation from people like Dan Hoffman and Pam Green.	
Fine tuning of overall process & specific goals.	
Format and activities were good--time to process and pull out key issues was missing.	Group too large--not enough time to process and discuss issues.
Format for cross cluster sharing & activities.	*Table talk during presentation--educators are the worst audiences.*

Concerning the Small Group Meetings

6. Keep or Expand	**6. Eliminate or Diminish**
Keep up with the open line of communication and continue with building relationships.	*Nothing*
Need to decide on what we want to accomplish.	
Each local meeting should have a pre-planned purpose. The facilitator should set the format before the day of the meeting.	Allow some flexibility in the agenda for items that surface and have an interest for the entire group.
Structured, yet informal sharing of R/R, procedures, policies, facility tours.	Facilitators shouldn't feel the need to "teach."
Helpful--agenda should be driven by needs of the group.	Meeting outside the work day--important activity that should be given a high priority.
Continue to provide a format where practitioners get support & ideas for problem solving.	*Some of the personal sharings can get long winded both in cluster meetings & coordinating committee. An agenda with time limits might help.*

Concerning Portfolio Development Activities

7. Keep or Expand	**7. Eliminate or Diminish**
Information is clear; however, it is a lot for a first year principal, when they are adjusting to a new situation.	*I don't have an answer yet...*
More direction (see #5)	
The portfolio should contain sections that relate to the ISLLC criteria.	Less emphasis on items that are not directly connected with the ISLLC standards.
Keep it simple, personal, & focused.	Ambiguity of structure & format.
Should be shared as one way--focus on process not on this item as a task.	I would not make it a requirement--good reflective process--other ways to accomplish.
This work will definitely have to be pushed next year. We will have to provide opportunities for one on one work & sharing for group feedback.	*Haven't done enough to really eliminate anything.*

Concerning the Communications Processes Used

8. Keep or Expand	**8. Eliminate or Diminish**
Everything-->time is important.	*N/A*
E-mail (and I'm not a good user)	
There should be a greater effort to get everybody on the same page --share communication	With a better communication process there would be less need for meetings.
More email and website.	
Email--we need more universally compatible systems & easy to use software.	none--good balance, thus far.
Seems fine to me	
I need to expand my use of technology & personal calls.	

Indicators

9. Indicators of Success	**9. Indicators of Need**
Our meeting planning sessions; cluster meetings, openness/communication, teamwork	
Portfolio--"passing" the ETS end-of-program	*Over-all project (state)--specific support and "targeted" information*
Artifacts in the completed portfolio. Case studies and scenarios	A scoring rubric for self-assessment in the development of a portfolio.
Continued, active participation of all involved.	--Struggles with PC's and technology. --Sporadic attendance because of time commitments.
*Mentor/mentee component--one on one and group sessions *self reflection--portfolio type document-activity *Self assessment--where are my gap areas that need more development *Small regional meetings--building a network of people who can support /help you	Diagnostic instruments to assess strengths/weaknesses
Positive feedback with opportunity to interact with peers. --Sharing of ideas & information-->cluster meetings.	*Frustration with rigid format of portfolio & uncertainty of its use/value.*

APPENDIX F

Script and Prompts for Interviews of Facilitators 56

Summary of Responses 57

PILOT ENTRY YEAR PROGRAM
Evaluation

Facilitator Interview Prompts*

May 26, 2000

We are tape recording this interview in order to promote accuracy of reporting. We will not connect your name with any of the comments you make.

This interview is not tightly structured and will be tailored to your situation and expertise. Beyond responding to the individual prompts you are and will be encouraged to add related thoughts that come to mind.

We expect to use approximately 17-18 prompts in about 45 minutes of interview time.

1. From your perspective, what is the Pilot Entry Year Program trying to accomplish?
2. What are the major activities of the Program?
3. What resources are available to you to do your part?
4. What results have been accomplished to date?
5. What accomplishments do you foresee over the next year?
6. Why do you think the Program will produce these results?
7. What evidence would verify the Program is accomplishing its objectives?
8. What major problems are you experiencing?
9. What resources would it take to resolve those problems?
10. What procedural changes would it take to resolve those problems?
11. What kinds of information do you get about the entry year principals' performance? What kinds of information do you need?
12. What kinds of information do you get about the performance of the mentors? What kinds of information do you need?
13. What advice would you give to a person who agrees to be a facilitator for a new group?
14. What would you like the Steering Committee and/or Program Developers to be aware of?
15. May we have a copy of the minutes of your meetings and the evaluations, if they were done?
16. Would you talk about the meetings you have participated in as a part of this program?
17. Would you talk about the relationships building aspect of this program?
18. Would you talk about the portfolio development activities of the program?
19. Are there any other comments about which you think we should be aware?

Appendix F

Summary of Facilitator Responses

Area	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Common Themes
Program purpose	✓ create a foundation for 1st/2nd year principals' development ✓ follow guidelines set by state	✓ set standards for evaluating licensure program ✓ Build in professional development	✓ testing if portfolio is viable for licensure ✓ test as viable staff development model ✓ create exchange structure for administrators	✓ complete objective of granting agency ✓ guidance for entry year model for 2002 licensure ✓ increase university-district rapport on issue	✓ **meet purposes of the state** ✓ **test viability of & set standards for portfolio** ✓ **provide for development of entry year principals**
Major activities	✓ meet/discuss problematic situations ✓ help mentors who are not following up ✓ coaching and keep group on task [read roles of facilitator]	✓ understanding how this program will work	✓ idea sharing ✓ portfolio development ✓ help all focus on documentation ✓ reflective about practice ✓ networking	✓ mentor-mentee model structure development ✓ portfolio ✓ develop relationships	✓ **networking and sharing through meetings** ✓ **develop portfolio**
Evidence of success to date, and when the program is over	✓ good attendance ✓ evaluation based on work done and contacts made with mentors ✓ logs to show work ✓ good dynamics in matching ✓ good relationships and commonalities ✓ we listen to each other	✓ members responses (meetings and interpersonal talk) ✓ journaling of group ✓ feedback from large meetings	✓ sharing and testimonials of people ✓ developed resource bank of ideas ✓ cluster evaluation sheet shows positive response	✓ happy people ✓ positive atmosphere ✓ a family of participants has developed ✓ soft evidence of perceptions	✓ **face to face meetings & attitudes are strongest current evidence that relationship stage is going well**

Area	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Common Themes
Results to expect or evidence that will show success of program	✓ communication skills will be developed ✓ timeline will be met because of widespread commitment ✓ will be organized for the entire year with specific places and dates and purposes	✓ better understanding of portfolios	✓ stronger bond between Mentor-Mentees ✓ percent graduating ✓ portfolios will be key to showing success	✓ summer program will prepare for a better year ✓ will get some good portfolio work but not sure if that will meet ETS or "other's" standards ✓ lots of soft evidence on satisfaction can be found	✓ **the portfolio will be central evidence**
central resources brought to the project	✓ stipend and mileage help but I did this because I saw a need ✓ coaching experience to motivate and guide	✓ experience in three levels of administration ✓ ideas from literature ✓ knowledge and skills of participants	✓ personal training in coalition building, facilitation, critical friends	✓ supportive group who wants to see this work	✓ **group member experiences as resource** ✓ **facilitator experience in relationship building**
Problems	✓ disagreement about time needed by mentee from mentor	✓ mentee/mentors not doing work between meetings ✓ keeping people aware or "on top of things" ✓ not an office (phone and mail) to work ✓ we had attrition and must stress commitment that is needed	✓ challenge to make 2 hr meetings meaningful ✓ need more clarity on portfolio and how it will be evaluated ✓ sporadic attendance ✓ time restraints ✓ find balance between providing support and being "task master"	✓ too much muddling ✓ no clear direction from ETS or Columbus ✓ need to find and invite experts to guide us ✓ need more urban district involvement ✓ need field testing ✓ can't see how this all will be implemented	✓ **work load of mentors restrict time to mentor** ✓ **clarify and train about mentor and facilitator roles** ✓ **lack of specific direction for portfolios**
Resources you had to deal w/ problems or that we should have had	✓ not resource issues but communication issue ✓ change load for mentors to give more time for mentors ✓ facilitators need more time	✓ facility and phone and clerical stuff ✓ technology for communication	✓ need more training, topics for sessions ✓ need place and clerical support for facilitators ✓ need specific sample of a good portfolio and standards to evaluate it	✓ not so much money as clear direction ✓ orientation to get people together who have the knowledge	✓ **some communicat'ns; need more** ✓ **some time for mentors; need more** ✓ **facilitators need more time, support**

Area	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Common Themes
Processes to deal w/ problems	✓ leave as they are until we have more info	✓ best left to individual and local needs to develop procedures from general guidelines	✓ better coordination		✓ **not a big issue**
Needed changes for Next Year	✓ superintendents need to be more involved at original meeting ✓ people need support ✓ more minority mentees ✓ more urban districts involved	✓ need preset agenda and specific directions ✓ tie agenda to portfolio and sync with professional demands ✓ more sharing between facilitators ✓ more meetings to improve mentor skills ✓ more superintendent support/commitment	✓ sharing documentation procedures among all participants ✓ need regular and more communication ✓ need to map out whole year of dates and deadlines to provide structure	✓ grand meeting with ETS, ODE, and us to clarify better models ✓ series of structured meetings leading up to a large group meeting ✓ need more practicing administrators involved ✓ more urban buy-in	✓ **set agendas and timelines for meetings and link to portfolio** ✓ **urban districts and all superintendents need to be brought on-board**
sources of info about entry principals and	✓ just give me a group, that is all I need and I will listen and build relationships [analogy made to coach with new team members]	✓ through mentors	✓ personal communication and family/friend network suggests all is positive but each one is at a different level of experience and need	✓ everything is positive ✓ unsure of how to have increased contact because of time constraints	✓ **few means listed beyond simple interactions** ✓ **but that overall perception is positive**

Area	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Common Themes
What more to know about principals?	✓ once again, just to build relationships and that will create roles and communication	✓ like to know if I can assist mentee with my skills and experience or if group can in meetings		✓ more communication and structured time	✓ **more communication to facilitators is needed** ✓ **they want to help both mentee and mentor**
Sources of info about mentors		✓ through telephone check-ins and questions ✓ time constrains the amount of mentor work possible	✓ through extensive connection learn about what they are doing	✓ it is positive ✓ they talk to each other and seek this interaction	
What more to know about mentors?		✓ Like to know about principals' performance ✓ superintendents need to be more aware and committed to program		✓ need more feedback on structure/ content of meetings ✓ considered logs but oral reports used instead; unsure if reports will help much	
recommendation or advice for future facilitators	✓ need to train them to know themselves ✓ be a motivator ✓ make a facilitator folder/resource	✓ need time to prepare ✓ wish I would have gone through this program before leading ✓ working as supervisor for admin practicums was helpful	✓ training in facilitation ✓ need human relationship skills and to listen to others ✓ create structure to give guidance but be flexible ✓ don't look for quick fix solutions but learn to listen	✓ visit people on the site (I wish I would have) ✓ administrators not always trusting so develop trust	✓ **get training in people facilitation skills** ✓ **do site visits** ✓ **develop trust**

Area	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Common Themes
What advice for steering committee and/or for Columbus?	✓ keep communication open ✓ keep openness in agenda ✓ continue to foster respect for diversity of views ✓ wanted to use my technology more and get "constant" training	✓ make it worth our time to grow professionally ✓ keep me current on administrative demands and solutions	✓ it has been diverse in composition and ideas of steering committee ✓ continue to open to ideas of practicing administrators	✓ "things are going better than we can hope but things aren't going very well." We have a Pandora's view. ✓ facilitator structure good but co-facilitation with practitioner & academic would be best ✓ need less university types on steering comm. ✓ need practitioners	✓ **foster diversity in composition of groups and ideas** ✓ **get more involvement of practitioners and urban districts** ✓ **help facilitators in professional growth**
thoughts on meetings	✓ they are enjoyable and helpful ✓ facilitators need to continue to meet together	✓ like facilitators meeting together ✓ steering meetings are invaluable with good advice	✓ cluster meetings will vary by the facilitator style ✓ steering mtgs. were helpful ✓ food helpful at mtgs ✓ facilitators need more meetings themselves	✓ very well run ✓ smaller groups may not need minutes and they are often more paper weights than useful	✓ **facilitators need more meetings together** ✓ **steering meetings give overall guidance**
thoughts on relationship building	✓ key to successful program	✓ want to get to know group members more ✓ cluster group needs cohesiveness to work	✓ it is central to success ✓ look forward to Columbus meeting to develop relations ✓ some are less social than others	✓ need more ways to communicate between members and foster relationships	✓ **this is a key aspect of the program and support needs to be given to its continued functioning in mentoring**
thoughts on portfolio	✓ have to continue to encourage mentors and mentees to develop these and meet with clusters to make sure these are getting done	✓ believe portfolio guides reflectivity ✓ want clarity about what this looks like ✓ fit to job searching and grant writing	✓ want more guidelines and look forward to reading more	✓ apprehensive about the quality of portfolio ✓ fears that we will place too much significance on portfolio	✓ **need more specific support and guidelines** ✓ **it needs to be connected to the activities of administrators**

Area	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Common Themes
KEY IDEA	**✓ building relationships is central and attendance is crucial to success** **✓ need ground rules for communication** **✓ need urban districts and minority involvement**	**✓ see role for retired administrators to play facilitator role** **✓ provide opportunity to share success in different schools and districts not just difficulties**	**✓ site visitations by facilitator** **✓ structure with local facilitators provides more expertise and support for mentors**	**✓ urban districts need "buy in" & involvement** **✓ see strength in across distinct lines program** **✓ can't see how this will be implemented, especially in urban areas**	

Data Summary Process:

One interviewer took notes while another asked questions or gave prompts. Prompts were not always given in order nor were all prompts given at each interview. However, most of the respondents touched on most of the issues in their interviews. Handwritten notes were used to create a first draft summary of responses. Audiotapes of the interviews were then used to correct or clarify summary data. For example, one interviewer actually said he had no response to a direct question but in reality had given many responses throughout his interview that were used to summarize his view of that issues.

Note: There were some recording difficulties with tape 4 that left small portions of the interview missing from the tape.

APPENDIX G
Effective Meetings—Contributing Elements

Elements	Components and Comments
Pre-work	• Develop agenda and obtain reports. • Notify intended attendees of the meeting, the agenda, and reports via two media (Burleson, 1990). • Specify any preparation expected/needed of the attendees. • Make physical arrangements for the meeting.
Location	• Accessible via major thoroughfares and/or direct routes. • Reasonable driving time. • Has parking readily available. • Provides for handicap accessibility. • Is consistent with purpose of meeting.
Physical surroundings	• Handicap accessibility. • Temperature adjustable. • Seating arrangement flexible to needs of meeting. • Lighting suitable to purpose of meeting. • Restrooms readily accessible. • Size of space related to size of group and planned activities. • Furniture comfortable without being distracting. • Consistent with purpose of meeting.
Atmosphere/Climate	• Participants are greeted. • Seating is arranged consistent with purpose of the meeting. • People meet/are introduced to those they might not know. • Is consistent with purpose of the meeting.
Agenda	• Developed and distributed in advance. • For all meetings—specifies sequence of topics/tasks. • For all meetings—provides for grounding at the beginning and evaluation at least at the end. • For complex meetings—specifies person with prime responsibility for task/topic and time allocations for each task/topic. • For decision oriented meetings—moves from easy decisions to announcements through hard decisions to discussion for upcoming decisions to easy decisions and limits number of hard decisions (Tropman, 1996a and 1996b). • Built specifically for the meeting—not a boiler plate. • Contains only what requires action or attention inside the meeting.
Purpose	• There is one. • It is clearly stated. • It is agreed to by the meeting participants.
Convening meeting	• Convener/facilitator has a positive attitude. • Purpose is stated. • A grounding activity is utilized. • Progress is summarized. • Existing positions are summarized. • Direction is pointed out. • All done concisely.

Ground rules	• Made explicit. • Agreed to. • Reviewed early in meeting.
During all meetings	• Convener/facilitator keeps the meeting moving toward fulfilling its purpose. • Convener/facilitator appropriately involves all in discussion and decisions.
During learning meetings	• Convener/facilitator uses methods/techniques and devices that cause the desired learning to occur. • Convener/facilitator provides for the differing learning styles and motivations present among participants.
Attendance	• People come to the meeting.
Evaluation	• Participants reflect on the meeting and how it might be improved.
Ending meeting	• Convener/facilitator summarizes the discussion, areas still requiring discussion, and decisions. • Convener/facilitator reviews assignments. • Convener/facilitator sets the next meeting.
Minutes	• Are made and published. • Include all decisions. • Assignments given and accepted are noted with timeline or due date. • Discussion elements are limited to main points made without ascribing them to individuals. • They are concisely written.

Books consulted with reference to effective meeting components

Burleson, C. W. (1990). *Effective meetings: The complete guide.* New York: John Wiley & Sons, Inc.

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Long, F. (1967). *All about meetings: A practical guide.* Dobbs Ferry, NY: Oceana Publications, Inc.

Nathan, E. D. (1969). *Twenty questions on conference leadership.* Reading, MA: Addison-Wesley Publishing Company.

Schindler-Rainman, E., Lippitt, R., and Cole, J. (1977). *Taking your meetings out of the doldrums.* La Jolla, CA: University Associates, Inc.

Scholtes, P. R., Bayless, D. L., Massaro, G. A., and Roche, N. K. (1994). *The team handbook for educators: How to use teams to improve quality.* Madison, WI: Joiner Associates Inc.

This, L. E. (1979). *The small meeting planner* (2nd ed.). Houston: Gulf Publishing Company Book Division.

Tropman, J. E. (1996). *Effective meetings: Improving group decision making* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Tropman, J. E. (1996). *Making meetings work: Achieving high quality group decisions.* Thousand Oaks, CA: Sage Publications.

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APPENDIX H

Mentor Program Benchmarks

Duane Covrig

June 1, 2000

Area	Components	Activities
Structural and Programmatic	**Program Coordination**	✓ training for directors in mentor programming ✓ organizational commitment of resources
	Initial Evaluation & Placement	✓ effective orientation meetings and pairing plan ✓ clarification of goals and purposes
	Effective Mentor Training	✓ training on mentoring skills and informational meetings for participating districts' administrators on resources needed for mentors
	Realistic Goal Setting	✓ creation of timelines and deadlines ✓ samples/examples of end-products ✓ evaluation/feedback loop for revising goals
	Set Times and Places for Interaction	✓ mentor/mentee program resource area ✓ cohort meeting dates and agenda planned ✓ planned appointments for monitoring
	Communication System	✓ cohort contact number sheet for networking ✓ journaling, letters, logs and meetings important
	Support	✓ stipend or other incentive for mentors ✓ resources for mentors to resolve problems
	On-going Evaluations	✓ invite outside consultants to review program
Relationship Building and Roles	**Develop Respect & Trust**	✓ activities to enhance people skills and relationship building among cohorts ✓ lay ground rules for listening/sharing
	Develop Consistent Communications	✓ frequent email, telephone or in-person checks between mentors and mentees. These are reported to directors or facilitators. ✓ have regular group cohort meetings to share across districts
	Set Feedback Processes	✓ mentee provides regular feedback that is positive, constructive and detailed with summarization, paraphrasing, clarification as well as questioning and answering
	Role Development	
	Establish Mentor Roles	✓ mentors must use a variety of instructional activities as a teacher, guide, counselor, motivator, sponsor, advocate, agent, ✓ coach, advisor, and role model. Central activities are to assist in resolving stressful situations and help interpret organizational processes. See Appendix H for more details about these roles
	Clarify Mentee Roles	✓ mentee sets level of interaction and dependency, masters help seeking abilities, participates in setting goals, reflects on progress to goals, updated professional knowledge, creates portfolio of learning

Duelley (2000) reminds us that mentoring serves both the individual needs of those involved in the mentoring process and the organizational needs of those institutions that use mentor programs. Successful mentoring helps the mentee (protégé-male or protégée-female) survive in their new position and/or develop needed professional skills. It allows the mentor to advance their teaching and coaching skills while developing interpersonal professional relations, sometimes outside their local organization. It serves the local organization by increasing professional productivity or efficiency, reducing turnover and absenteeism, and providing a community for professional support and increased communication. It serves the profession by fostering cross-organizational contacts that promote strong professional linkage and commitment, and advances the knowledge base and practice skills of the profession.

References and Resources for Mentor Program Improvement

Bey, Theresa M. and Holmes, C. Thomas (1992). Mentoring: Contemporary principles and issues. Reston, VA: Association of Teacher Educators.

Daloz, Laurent A (1999). Mentor: Guiding the journey of adult learners. San Francisco: Jossey-Bass. (2nd ed).

Duelley, Nancy. (2000). Mentors' stories: A descriptive analysis of mentor teachers' use of personal narrative as a medium for mentoring novice teachers. Doctoral dissertation. University of Akron, Akron, Ohio.

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Promoting Mentoring at UT-Houston. (October 22, 1997). On-line. [May 30, 2000] http://www.uth.tmc.edu/ut_general/admin_fin/planning/mentor/matrix.html

Sweeny, Barry. (2000). Components of Effective Induction Programs. [May 31, 2000]. Available online: http://www.teachermentors.com/MCenter%20Site/InductGrid.html and other reports available from Resources for Staff and Organization Development 26 W 413 Grand Ave. Wheaton, IL 60187 (630) 668-2605, email is bsweeny@kane.k12.il.us.

U.S. Department of Transportation Office of Human Resource Management. (2000). DOT mentoring handbook. [On-Line, May 26, 2000], http://dothr.ost.dot.gov/mentorhb.htm#introductio.

APPENDIX I

Questionnaire for Participants

Northeast Ohio Pilot Entry Year Program
Questionnaire for Participants -- August 2000

The purpose of the pilot program and this evaluation is to develop a viable and useful entry year program for beginning administrators. Your thoughtful consideration of the questions and your responses will help achieve that. Differentiation between responses is sought. Marking all responses the same makes it difficult to determine where the program excels or can be improved. Nonetheless, you should consider each question separately and choose the best response for that question.

Consider each comment and then circle the one (1) number that most closely matches your level of agreement with the comment.

Demographics (Circle as appropriate):	Entry Year Administrator (EYA)		Mentor	
	Male		Female	
1. Working with my mentor or my Entry Year Administrator (EYA) has had a direct positive impact on my efforts to improve my school's performance outcomes.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
2. Both mentors and EYAs had a choice in determining their pairings.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
3. The mentor has been helpful in obtaining the desired results of the Entry Year Program.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
4. Working with my small group has had a direct positive impact on my efforts to improve my school's performance.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
5. I have **not** called on anyone in the Entry Year Program for information or other assistance with a professional problem.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
6. The practice of meeting in small groups of mentors and EYA is a benefit of the Program.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
7. There is no need for Mentors and EYA to have a choice in determining their pairings.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
8. The small group facilitator has hindered my Mentor-EYA team from obtaining the desired results of the Entry Year Program.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
9. No member of the Entry Year Program has asked me for information or other assistance with a professional problem.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
10. My network of professional contacts is the same now as before I started in this pilot Entry Year Program.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
11. I have had trouble working with my mentor (for EYAs) or my EYA (for mentors).	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1
12. Working with my small group's facilitator has had a direct positive impact on my efforts to improve my school's performance.	Strongly Agree 8 7	Agree 6 5	Disagree 4 3	Strongly Disagree 2 1

Use the following four (4) point scale for evaluating the meetings and training of the Entry Year Program (circle the number reflecting your judgment):

4 = Right on target, met the group's needs; no need to modify.
3 = Generally on target; minor improvements possible
2 = Generally missed target, major improvements needed
1 = Missed all the way, met few of the group's needs; should be thoroughly overhauled.

MEETINGS	**Objectives** of the meeting				**Procedures** of the meeting				**Results** of the meeting			
January Introductory meeting	4	3	2	1	4	3	2	1	4	3	2	1
April Personality Profile and Computer Training meeting	4	3	2	1	4	3	2	1	4	3	2	1
Your small group's meetings	4	3	2	1	4	3	2	1	4	3	2	1
June State-wide meeting	4	3	2	1	4	3	2	1	4	3	2	1

Suggestions for future meetings and comments about past meetings (use the back as necessary):

TRAINING	**Objectives** of the training				**Procedures** of the training				**Results** of the training			
Building mentor-EYA relationship	4	3	2	1	4	3	2	1	4	3	2	1
Use of computer	4	3	2	1	4	3	2	1	4	3	2	1
Use of Program website	4	3	2	1	4	3	2	1	4	3	2	1
Use of email	4	3	2	1	4	3	2	1	4	3	2	1
Personality Profile	4	3	2	1	4	3	2	1	4	3	2	1
Portfolio development	4	3	2	1	4	3	2	1	4	3	2	1

Suggestions for future training and comments about the past training (use the back as necessary):

Consider the first year of this program. (1) What should not be changed? (2) What could be changed for the better; by doing what? (Use the back as necessary.)

(1)

(2)

What would you like in the next year of this program so that it has a positive impact on your administrative practice and the improvement of your school's performance? (Use the back as necessary.)

APPENDIX J

Results from Participants' Questionnaire

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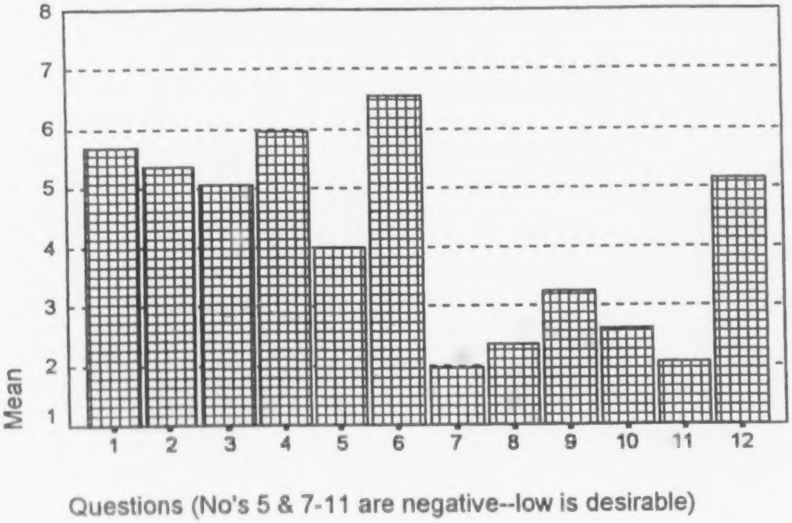
Responses to Questions 1-12 (Rating Program Components)

		Role	Gen	1	2	3	4	5	6	7	8	9	10	11	12
1		mentor	female	5	8	5	5	3	6	4	3	1	1	1	3
2		mentor	female	4	8	5	7	6	8	1	1	1	1	1	6
3		mentor		6	6	.	8	8	8	1	1	1	1	1	7
4		EYA		6	8	6	8	4	8	1	1	1	1	1	8
5		EYA	male	1	5	1	1	8	1	1	5	4	8	1	1
6		EYA	male	5	2	5	6	1	6	2	3	1	1	1	4
7		mentor	male	7	1	5	7	1	8	2	1	1	1	1	7
8		EYA	male	4	1	4	6	8	6	1	2	4	4	4	8
9		mentor	male	.	8	.	4	6	8	4	3	8	4	.	3
10		mentor	female	4	6	.	5	1	7	1	1	1	1	1	2
11		mentor	male	8	8	7	5	4	6	2	4	4	3	1	5
12				5	8	4	7	3	7	2	2	3	3	5	4
13		EYA	female	7	8	7	6	8	6	1	2	6	6	1	4
14		EYA	female	8	8	5	8	1	8	1	1	1	1	1	8
15		mentor	male	4	6	.	5	3	5	5	3	3	3	3	3
16		mentor		.	4	.	6	3	7	2	1	2	1	5	7
17				8	7	5	5	2	6	1	1	1	2	1	5
18		mentor	male	3	8	.	5	1	7	2	1	1	3	5	5
19		mentor		3	5	3	5	5	5	.	1	1	3	3	5
20		EYA	female	6	1	5	5	4	5	4	1	7	2	1	4
21		EYA	female	3	7	3	7	3	6	1	1	1	1	3	5
22		EYA	male	5	8	5	6	8	7	3	2	8	4	1	2
23		EYA	male	5	5	5	5	6	6	3	3	6	4	3	4
24		mentor	female	6	1	5	7	4	8	2	1	6	3	7	7
25		EYA	female	8	7	7	7	6	8	4	5	3	2	1	7
26		mentor	male	6	8	.	6	1	8	1	1	1	5	1	5
27		mentor	female	7	7	.	6	8	7	3	4	4	4	1	5
28		EYA	female	5	3	5	5	3	7	3	4	3	2	3	4
29		mentor	male	6	8	7	7	1	8	1	2	1	1	1	5
30				6	6	6	5	2	7	1	4	7	4	3	5
31		EYA	female	5	4	4	4	5	5	3	4	4	4	4	5
32		EYA	female	8	1	5	8	1	8	1	1	1	1	1	8
33		EYA	female	6	7	5	4	2	5	2	4	.	5	3	5
Total	N	33	33	31	33	25	33	33	33	32	33	32	33	32	33
	Minimum			1	1	1	1	1	1	1	1	1	1	1	1
	Maximum	mentor	male	8	8	7	8	8	8	5	5	8	8	7	8
	Mean			5.48	5.70	4.96	5.79	3.94	6.61	2.06	2.24	3.03	2.73	2.19	5.02
	Std. Deviation			1.73	2.57	1.37	1.47	2.52	1.48	1.19	1.37	2.38	1.75	1.65	1.85

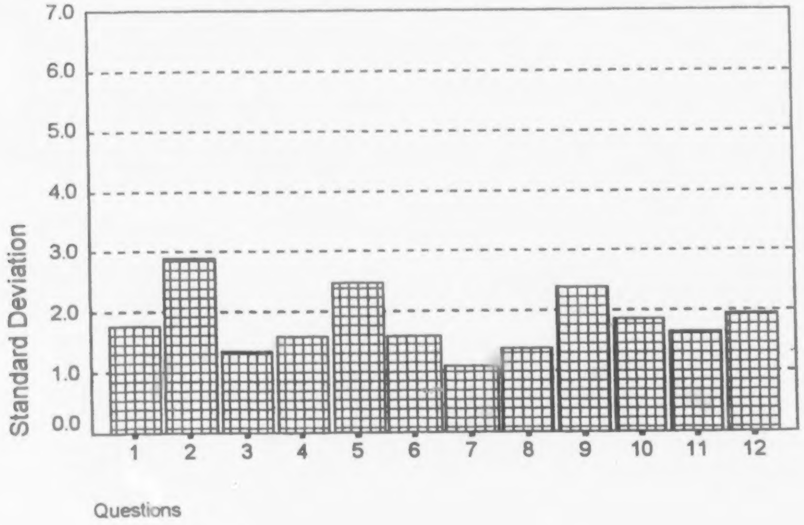
Mean Responses to Question 1-12

Rating Program Components



Standard Deviation for No's 1-12

Rating Program Components

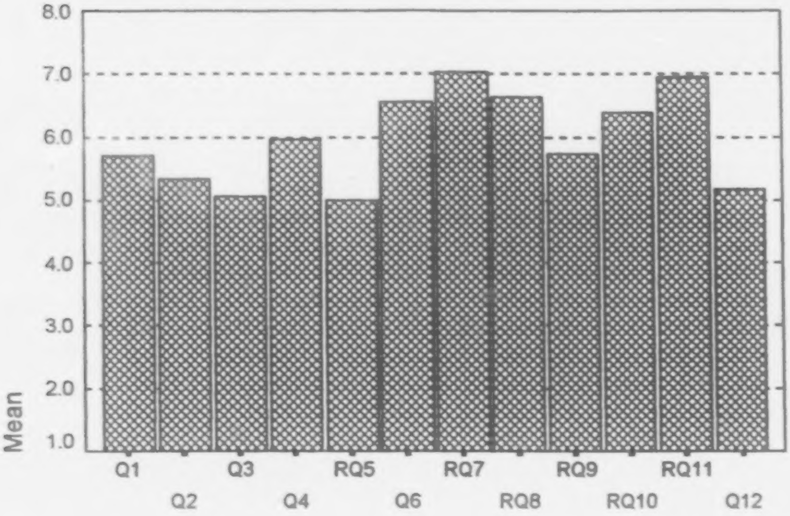


Negative Statements Made Positive–Questions 1-12

		ROLE	GEN	Q1	Q2	Q3	Q4	RQ5	Q6	RQ7	RQ8	RQ9	RQ10	RQ11	Q12
1		mentor	female	5	8	5	5	6	6	5	6	8	8	8	3
2		EPA		6	8	6	8	5	8	8	8	8	8	8	8
3		mentor		6	6	.	8	1	8	8	8	8	8	8	7
4		mentor	female	4	8	5	7	3	8	8	8	8	8	8	6
5		EPA	male	1	5	1	1	1	1	8	4	5	1	8	1
6		EPA	male	5	2	5	6	8	6	7	6	8	8	8	4
7		mentor	male	7	1	5	7	8	8	7	8	8	8	8	7
8		EPA	male	4	1	4	6	1	6	8	7	5	5	5	8
9		mentor	male	.	8	.	4	3	8	5	6	1	5	.	3
10		mentor	female	4	6	.	5	8	7	8	8	8	8	8	2
11		mentor	male	8	8	7	5	5	6	7	5	5	6	8	5
12				5	8	4	7	6	7	7	7	6	6	4	4
13		EPA	female	7	8	7	6	1	6	8	7	3	3	8	4
14		EPA	female	8	8	5	8	8	8	8	8	8	8	8	8
15		mentor	male	4	6	.	5	6	5	4	6	6	6	6	3
16		mentor		.	4	.	6	6	7	7	8	7	8	4	7
17				8	7	5	5	7	6	8	8	8	7	8	5
18		mentor	male	3	8	.	5	8	7	7	8	8	6	4	5
19		mentor		3	5	3	5	4	5	.	8	8	6	6	5
20		EPA	female	6	1	5	5	5	5	5	8	2	7	8	4
21		EPA	female	3	7	3	7	6	6	8	8	8	8	6	5
22		EPA	male	5	8	5	6	1	7	6	7	1	5	8	2
23		EPA	male	5	5	5	5	3	6	6	6	3	5	6	4
24		mentor	female	6	1	5	7	5	8	7	8	3	6	2	7
25		EPA	female	8	7	7	7	3	8	5	4	6	7	8	7
26		mentor	male	6	8	.	6	8	8	8	8	8	4	8	5
27		mentor	female	7	7	.	6	1	7	6	5	5	5	8	5
28		EPA	female	5	3	5	5	6	7	6	5	6	7	6	4
29		mentor	male	6	8	7	7	8	8	8	7	8	8	8	5
30				6	6	6	5	7	7	8	5	2	5	6	5
31		EPA	female	5	4	4	4	4	5	6	5	5	5	5	5
32		EPA	female	8	1	5	8	8	8	8	8	8	8	8	8
33		EPA	female	6	7	5	4	7	5	7	5	.	4	6	5
Total	N	33	33	31	33	25	33	33	33	32	33	32	33	32	33
	Minimum			1	1	1	1	1	1	4	4	1	1	2	1
	Maximum	mentor	male	8	8	7	8	8	8	8	8	8	8	8	8
	Mean			5.48	5.70	4.96	5.79	5.06	6.61	6.94	6.76	5.97	6.27	6.81	5.02
	Std. Deviation			1.73	2.57	1.37	1.47	2.52	1.48	1.19	1.37	2.38	1.75	1.65	1.85

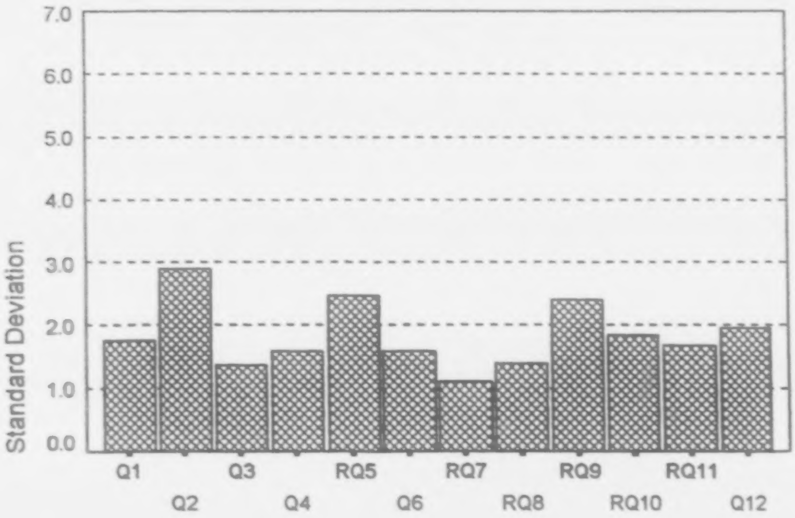
Mean Responses to Revised No's 1-12

Negative Statements & Responses Reversed



Standard Deviations for Revised No's 1-12

Negative Statements & Responses Reversed



Responses to Meetings (Ratings of Objectives, Procedures, & Results)

		Role	Gen	Ja Obj	Ja Pro	Ja Res	Ap Obj	Ap Pro	Ap Res	S G Obj	S G Pro	S G Res	Ju Obj	Ju Pro	Ju Res
1		mentor	female	3	3	3	3	3	2	3	3	3	2	2	2
2		mentor	female	3	3	3	3	2	3	3	3	3	.	.	.
3		mentor		3	3	3	3	3	3	3	4	3	2	1	2
4		EYA		3	4	3	3	3	3	4	4	3	3	3	3
5		EYA	male	2	3	2	.	.	.	1	1	1	.	.	.
6		EYA	male	3	2	2	3	3	3	3	3	3	2	1	2
7		mentor	male	3	4	3	4	4	4	4	4	4	3	3	3
8		EYA	male	.	.	.	.	.	.	4	4	4	4	4	3
9		mentor	male	3	3	4	4	4	4	3	3	3	.	.	.
10		mentor	female	3	3	3	3	3	3	3	3	3	3	3	3
11		mentor	male	3	3	3	3	3	3	3	3	3	2	2	2
12				2	2	3	3	3	3	4	4	4	3	3	3
13		EYA	female	3	3	3	2	3	2	3	3	3	.	.	.
14		EYA	female	2	3	3	4	4	4	4	4	4	4	3	3
15		mentor	male	3	3	2	2	2	2	2	1	1	3	3	2
16		mentor		3	2	3	4	3	3	3	3	3	3	3	3
17				3	.	.	4	.	.	3	.	.	3	.	.
18		mentor	male	4	4	4	3	3	3	4	4	3	2	2	1
19		mentor		.	3	3	.	.	2	.	3	.	.	3	.
20		EYA	female	2	3	2	4	3	3	3	3	2	1	1	1
21		EYA	female	4	4	4	4	4	4	3	3	3	3	3	2
22		EYA	male	3	3	2	3	3	2	3	3	3	2	2	2
23		EYA	male	3	3	3	3	2	2	3	3	3	3	3	3
24		mentor	female	4	3	3	4	4	4	3	3	4	4	4	4
25		EYA	female	4	3	4	4	3	3	4	3	3	4	4	4
26		mentor	male	2	2	2	3	3	3	2	2	2	3	3	3
27		mentor	female	.	.	.	.	.	.	3	3	3	3	3	3
28		EYA	female	3	3	3	2	2	2	3	3	3	3	2	3
29		mentor	male	2	2	2	2	2	2	4	4	4	3	3	3
30				4	4	4	3	3	3	3	.	.	.	.	.
31		EYA	female	3	3	2	3	3	2	3	3	2	.	.	.
32		EYA	female	3	3	3	3	3	3	4	4	4	2	2	2
33		EYA	female	.	.	.	4	3	3	3	3	3	.	.	.
Total	N	33	33	29	29	29	29	28	29	32	31	30	25	25	24
	Minimum			2	2	2	2	2	2	1	1	1	1	1	1
	Maximum	mentor	male	4	4	4	4	4	4	4	4	4	4	4	4
	Mean			2.97	3.00	2.90	3.21	3.00	2.86	3.16	3.11	3.00	2.80	2.64	2.58
	Std. Deviation			.63	.60	.67	.68	.61	.69	.68	.77	.79	.76	.86	.78

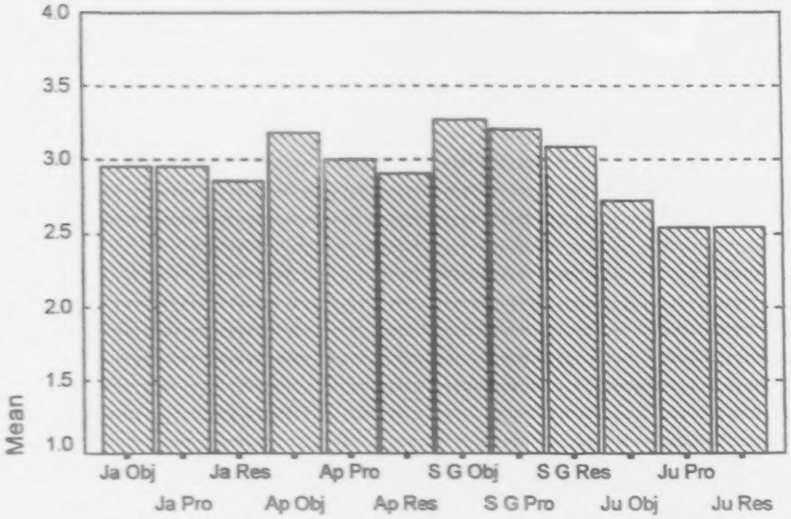
Low =1; High = 4

Ja = January
Ap = April
S G = Small Groups
Ju = June

Obj = Objectives
Pro = Procedures
Res = Results

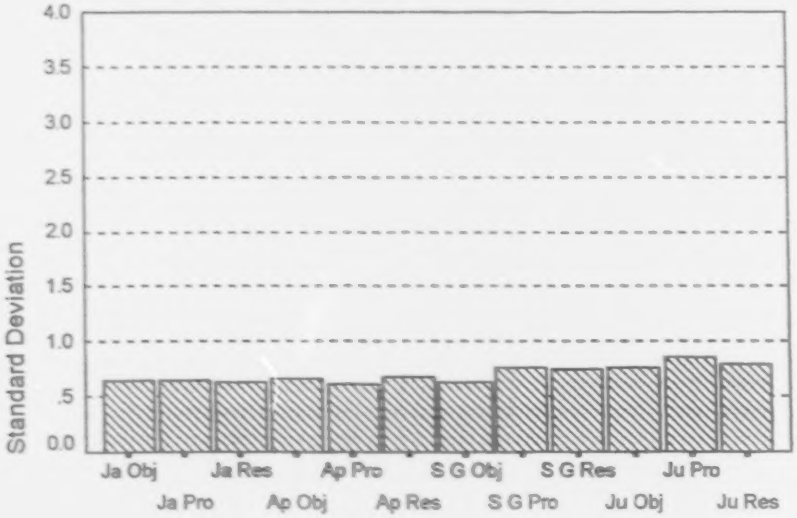
Mean Ratings of Meetings

Objectives, Procedures, & Results



Standard Deviations of Ratings of Meetings

Objectives, Procedures, & Results

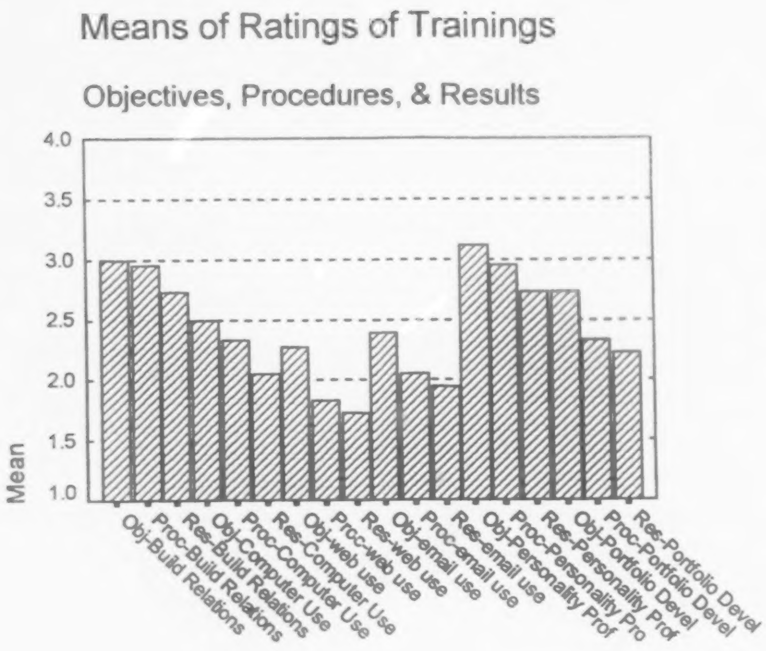


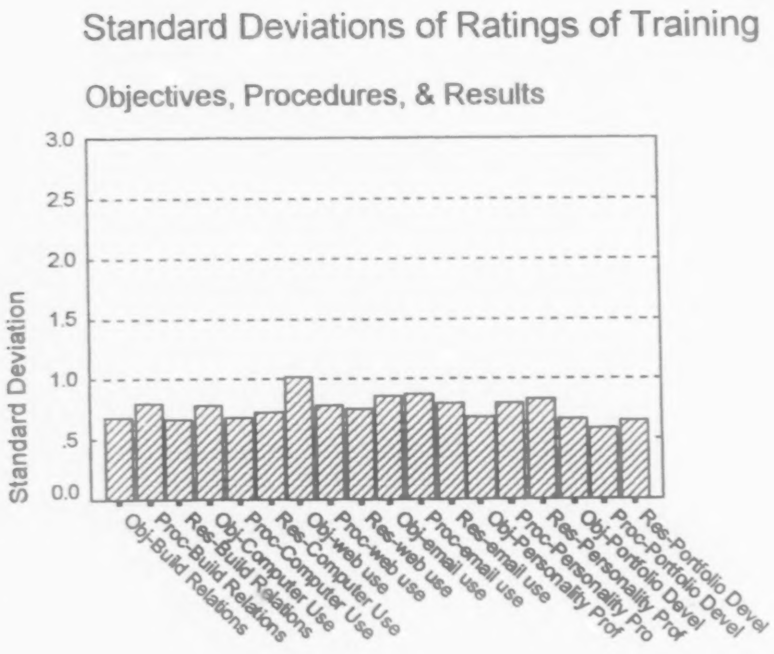
Comments about Meetings

	Role	Gen	Comments--Meetings
1	mentor	female	
2	mentor	female	Did not attend. I was out of the country & unable to attend. January is too late to announce a June meeting for school people. A calendar of events should be developed & distributed from the beginning.
3	mentor		
4	EYA		More cluster groups and networks around common interests & problems.
5	EYA	male	Small group meetings have been a complete waste of time; and if they do not change significantly soon, I will stop attending.
6	EYA	male	
7	mentor	male	
8	EYA	male	
9	mentor	male	
10	mentor	female	
11	mentor	male	
12			Letting principals talk together about a topic is always beneficial.
13	EYA	female	
14	EYA	female	The June meeting explanations, speakers, would have been very helpful in January to make objectives and procedures clearer.
15	mentor	male	
16	mentor		
17			
18	mentor	male	
19	mentor		
20	EYA	female	
21	EYA	female	
22	EYA	male	State-wide needed to offer more. It seemed like a waste of time & having that many administrators together could have tackled some major issues concerning education.
23	EYA	male	
24	mentor	female	
25	EYA	female	More structured deadlines for completion of portfolio questions.
26	mentor	male	
27	mentor	female	
28	EYA	female	
29	mentor	male	
30			
31	EYA	female	Goals & objectives are very unclear. Portfolio is unclear. Meetings should focus on development of goals on becoming proficient as a principal.
32	EYA	female	
33	EYA	female	Our group has had a tough time meeting regularly. Some members of our group have never reviewed the correct packet needed to develop our portfolio.

Ratings of Training (Objectives, Procedures, & Results)

	Role	Gen	Obj	Proc	Res	Obj	Proc	Res	Obj	Proc	Res	Obj	Proc-	Res	Obj	Proc	Res	Obj	Proc-	Res
1	mentor	female	3	3	3	3	3	3	3	3	3	1	.	.	2	2	2	1	2	2
2	mentor	female	3	2	3	3	3	2	3	3	2	2	2	2	3	3	3	.	.	.
3	mentor		3	3	3	2	2	2	1	1	1	1	1	1	2	2	2	3	3	3
4	EYA		3	4	3	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
5	EYA	male	2	2	2	2	2	2	2	2	2	.	.	.	.	.	.	.	.	.
6	EYA	male	3	2	2	3	3	3	4	3	3	3	3	3	3	3	3	3	2	2
7	mentor	male	3	3	3	.	.	.	4	4	1	4	4	4	4	4	2	1	1	3
8	EYA	male	2	2	2	3	3	3	1	1	1	1	1	1	2	2	2	2	2	2
9	mentor	male	3	3	2	3	3	3	3	3	3	3	3	2	4	4	3	3	3	2
10	mentor	female	3	2	2	2	2	2	.	.	.	.	.	.	3	3	3	3	3	3
11	mentor	male	4	3	3	3	2	2	3	.	.	4	2	2	4	4	4	3	3	3
12			3	2	2	2	2	1	1	1	1	3	3	3	3	3	1	4	2	2
13	EYA	female	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14	EYA	female	4	2	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
15	mentor	male	4	4	3	4	2	2	4	1	1	3	2	2	2	1	1	3	3	3
16	mentor		3	3	3	3	2	1	2	2	1	2	1	1	4	4	3	2	2	2
17			4	.	.	4	.	.	2	.	.	4	.	.	4	.	.	2	.	.
18	mentor	male	4	4	3	4	4	2	4	3	2	4	3	2	3	3	2	3	1	1
19	mentor		3	3	3	2	2	2	2	2	2	2	2	2	4	4	4	3	2	2
20	EYA	female	3	3	3	2	2	2	2	1	1	2	1	1	4	3	3	2	2	2
21	EYA	female	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
22	EYA	male	3	3	3	2	2	1	3	2	1	3	2	1	3	3	3	3	2	2
23	EYA	male	.	.	.	4	4	2	4	4	2	4	4	2	3	2	2	3	2	2
24	mentor	female	3	.	.	4	3	3	1	1	1	1	1	1	3	3	3	3	2	2
25	EYA	female	4	4	4	3	3	3	2	1	2	2	1	2	4	4	4	3	3	3
26	mentor	male	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	2	2	2
27	mentor	female	4	4	4	.	.	.	1	1	1	1	1	1	.	.	.	3	3	3
28	EYA	female	3	3	3	2	2	2	2	2	2	2	2	2	3	2	3	3	2	2
29	mentor	male	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3
30			3	.	.	.	.	.	.	.	.	.	.	.	3	.	.	.	.	.
31	EYA	female	3	3	3	2	2	2	2	2	2	3	3	3	3	3	3	1	2	1
32	EYA	female	4	4	4	3	3	3	1	1	1	.	.	.	4	4	4	3	3	3
33	EYA	female	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Total	33	33	30	27	27	27	26	26	28	26	26	26	24	24	28	26	26	27	26	26
Minimum			1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Maximum			4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	3	3
Mean			3.13	2.89	2.81	2.70	2.46	2.15	2.32	2.00	1.69	2.46	2.13	1.96	3.18	3.00	2.77	2.63	2.35	2.35
Standard Deviation			.68	.80	.68	.82	.71	.67	1.06	.98	.74	1.07	.99	.86	.67	.80	.82	.74	.63	.63


Means of Ratings of Trainings
Objectives, Procedures, & Results
Mean
4.0
3.5
3.0
2.5
2.0
1.5
1.0
Obj-Build Relations
Proc-Build Relations
Res-Build Relations
Obj-Computer Use
Proc-Computer Use
Res-Computer Use
Obj-web use
Proc-web use
Res-web use
Obj-email use
Proc-email use
Res-email use
Obj-Personality Prof
Proc-Personality Pro
Res-Personality Prof
Obj-Portfolio Devel
Proc-Portfolio Devel
Res-Portfolio Devel


Standard Deviations of Ratings of Training
Objectives, Procedures, & Results
Standard Deviation
3.0
2.5
2.0
1.5
1.0
.5
0.0
Obj-Build Relations
Proc-Build Relations
Res-Build Relations
Obj-Computer Use
Proc-Computer Use
Res-Computer Use
Obj-web use
Proc-web use
Res-web use
Obj-email use
Proc-email use
Res-email use
Obj-Personality Prof
Proc-Personality Pro
Res-Personality Prof
Obj-Portfolio Devel
Proc-Portfolio Devel
Res-Portfolio Devel

Comments about Training

	Role	Gen	Training Comments
1	mentor	female	
2	mentor	female	I did not attend.*see above
3	mentor		
4	EYA		Force people to use website. Make sure people who are chosen are committed! We are all busy--attendance is a priority.
5	EYA	male	
6	EYA	male	Much more clarity needs to be brought to bear at the beginning of the program: rationale, evaluation, etc.
7	mentor	male	There needs to be more structure in the portfolio development.
8	EYA	male	
9	mentor	male	
10	mentor	female	Basically relationship was built not from training but as result of the 2 individuals meeting with each other.
11	mentor	male	Problem solving strategies presented by mentors to EYA in forum of varying groups.
12			
13	EYA	female	Keeping on task with regards to our objectives concerning the project would be helpful--less "irrelevant" material.
14	EYA	female	More assigned time between mentor, mentee. It is difficult to make the time with so much happening in both persons' schools.
15	mentor	male	
16	mentor		
17			
18	mentor	male	
19	mentor		There appears to be a need for more preplanning and preparation in order to achieve the desired outcome. The purpose of the program is excellent and certainly needed.
20	EYA	female	
21	EYA	female	
22	EYA	male	Give more actual hands-on computer training.
23	EYA	male	
24	mentor	female	
25	EYA	female	I still need to utilize the website more and maybe we should have a training workshop at a computer lab.
26	mentor	male	If the EYA and I did not have a prior relationship, I am not sure that the "training" would have had any effect.
27	mentor	female	
28	EYA	female	[Computer] could be extremely valuable communication tools. Hopefully the use of the computer, website, & email will be explored and improved for future training.
29	mentor	male	State-wide meetings need time for groups to meet in their clusters.
30			
31	EYA	female	Focus should be on mentor-EYA relationships and doing tasks that are relevant to situation.
32	EYA	female	Re: use of program website: need to be in a lab setting for training.
33	EYA	female	

Suggestions about First Year

	Role	Gen	Do Not Change about First year	Change about First year
1	mentor	female		
2	mentor	female	The small groups are good.	More organization & structure. Calendars for year. Do not limit assessment to portfolio.
3	mentor		Our small group meetings and facilitation.	More specific pattern to when things are due. A map for completing the portfolio. Checkpoints and dates.
4	EYA		Combination of cluster meeting/whole group should not be changed.	More communication between facilitators so training experiences are consistent.
5	EYA	male		State goals/objectives more clearly. Meet the goals/objectives in a more efficient manner.
6	EYA	male		The June meeting in Columbus needs major revision.
7	mentor	male	Information given to both the mentor and the EYA should be the same.	
8	EYA	male		The groups must have a clear expectation for the portfolio--which components need to be completed and when.
9	mentor	male		
10	mentor	female		State meeting should be one day. Better leadership from cluster facilitator.
11	mentor	male		Less emphasis on portfolio--instead of creating a mechanism for reflection, it became a chore. 2. Allowance for EYA to present real problems & challenges for assessment & input by mentors--not just one's own mentor.
12			The June meeting was good.	The profile meeting was not worth going to.
13	EYA	female		(1) the general meetings--more focused on task. (2) Collaboration with peers on projects during meetings.
14	EYA	female	Time spent in large group, small group, time with state people.	Portfolio writing procedures, contents, deadlines.
15	mentor	male		1-better computer training w website 2-breakout sessions for mentors for their prof development 3-choose EYAs with 2 or less years experience 4-how to use computer for data analysis, trend reporting--proficiency scores, attendance data, etc.
16	mentor			

	Role	Gen	Do Not Change about First year	Change about First year
17				More time with groups on day to day problems.
18	mentor	male		
19	mentor			(1) The possibility of using a timeline in order to ensure the mentees progression & completion of assigned tasks (2) More weekend meetings whereby the mentees can work & network with other small groups & within the larger groups.
20	EYA	female	Regional cluster facilitator.	Make sure objectives of sessions are in-service related to school law/continuous improvement.
21	EYA	female		More guidance/structure for mentor/mentee relationship/meetings.
22	EYA	male	Small group interaction is good.	Doing more in the way of improving education by us being educational leaders. Lets talk and make educated changes to education
23	EYA	male		
24	mentor	female		Match mentor and mentee with someone in districts that are relatively close.
25	EYA	female		1 More frequent small group meetings 2-more thorough analysis (critique) of written work & document selection.
26	mentor	male		For each meeting there should be a book, articles, some suggested readings for discussion. topics such as leadership, school climate, learning styles should be explored. This would help both EYA and mentor.
27	mentor	female		
28	EYA	female	The practice of providing EYA with mentor is very beneficial. Small group meetings should also be continued.	Small group facilitators could provide more leadership, direction, and information. Use of website & email has great potential but was not effective due to technical problems.
29	mentor	male	Cluster meetings (Good!)	Stronger, clearer goals/objectives for group @ large.
30				
31	EYA	female		1-Change criteria for portfolio--develop tasks to be completed by EYA's & evaluated by mentor. 2-Bring in speakers that talk about best practices.
32	EYA	female		
33	EYA	female	The training component.	Our group must make a commitment to meet as we schedule.

Suggestions for Second Year

	Role	Gen	Would Like Next Year
1	mentor	female	
2	mentor	female	Questions about judging portfolios and appeal process.
3	mentor		More people using the technology available. I quit checking it because it's a waste of time.
4	EYA		
5	EYA	male	
6	EYA	male	Time! All administrators' major need. Yet I do not believe the "program" as such can provide this much needed resource.
7	mentor	male	
8	EYA	male	More guidance on the portfolio development.
9	mentor	male	
10	mentor	female	Unsure at this time.
11	mentor	male	Visitation to mentor's school or other schools to see actual administration in practice on site.
12			A major problem has been the distance for us to travel to meet together. the e-mail has been helpful.
13	EYA	female	
14	EYA	female	Practical tips, realistic situations discussed, a different design of contents for the portfolio (as I understand it now), a panel for discussion of how legal, ethical, academic, teacher problems were dealt with by experienced principals.
15	mentor	male	1-Trends in ed based on best ed practice & research 2-effective use of data 3-results of ed initiatives that have come from Venture Capital, waivers, etc. for possible replication 4-don't waste time w unproductive meetings 5-better organization
16	mentor		
17			
18	mentor	male	
19	mentor		
20	EYA	female	
21	EYA	female	
22	EYA	male	
23	EYA	male	
24	mentor	female	Computers that actually work!!
25	EYA	female	Someone to really work with me one-on-one with the development of my written work. More collaboration with mentor (thinking time, writing time, data collection, etc.)
26	mentor	male	
27	mentor	female	
28	EYA	female	Continue direction with completion of the portfolio. More opportunities for small group meetings and collaboration with mentor.
29	mentor	male	More networking info & assistance in having the ability to change school systems.
30			Specific leadership development with focus on being a change agent.
31	EYA	female	
32	EYA	female	
33	EYA	female	I need the portfolio development packet ASAP!

General Comments

	Role	Gen	General Comments
1	mentor	female	
2	mentor	female	To date, the Academy has been a frustrating experience because it appears directionless at the top level. While the small group is fine, it is difficult to know where the pilot is heading. I understand that it's a pilot, but it's still too unclear.
3	mentor		
4	EYA		It has been a very positive experience. Change should be based on feedback from these surveys.
5	EYA	male	
6	EYA	male	
7	mentor	male	
8	EYA	male	
9	mentor	male	
10	mentor	female	
11	mentor	male	
12			
13	EYA	female	
14	EYA	female	I enjoyed being a part of this program.
15	mentor	male	
16	mentor		
17			
18	mentor	male	
19	mentor		
20	EYA	female	
21	EYA	female	
22	EYA	male	
23	EYA	male	
24	mentor	female	
25	EYA	female	
26	mentor	male	
27	mentor	female	
28	EYA	female	Re M-E choice: perhaps choice is not as critical as other relevant factors as comparable grade levels, demographics, location, etc. Pairing HS mentor w El EYA has obvious disadvantages especially w regards to curriculum, building level procedures, staffing
29	mentor	male	
30			
31	EYA	female	
32	EYA	female	
33	EYA	female	

Independent Samples Test Based on Roles (Mentor and Entry Year Administrator)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1	Equal variances assumed	.032	.859	-.236	26	.816	-.16	.68	-1.55	1.23
	Equal variances not assumed			-.239	25.970	.813	-.16	.67	-1.53	1.21
2	Equal variances assumed	1.111	.301	1.180	28	.248	1.13	.96	-.83	3.10
	Equal variances not assumed			1.180	27.495	.248	1.13	.96	-.84	3.10
3	Equal variances assumed	.002	.967	.734	20	.472	.49	.66	-.90	1.87
	Equal variances not assumed			.752	12.559	.466	.49	.65	-.91	1.89
4	Equal variances assumed	1.693	.204	.237	28	.815	.13	.56	-1.02	1.29
	Equal variances not assumed			.237	22.969	.815	.13	.56	-1.03	1.30
5	Equal variances assumed	.298	.590	-.913	28	.369	-.87	.95	-2.81	1.08
	Equal variances not assumed			-.913	27.839	.369	-.87	.95	-2.81	1.08
6	Equal variances assumed	.925	.345	1.709	28	.099	.93	.55	-.19	2.05
	Equal variances not assumed			1.709	23.117	.101	.93	.55	-.20	2.06
7	Equal variances assumed	.001	.977	.321	27	.751	.15	.46	-.80	1.09
	Equal variances not assumed			.320	26.053	.752	.15	.46	-.80	1.10
8	Equal variances assumed	1.572	.220	-1.483	28	.149	-.73	.49	-1.75	.28
	Equal variances not assumed			-1.483	26.580	.150	-.73	.49	-1.75	.28
9	Equal variances assumed	.316	.579	-1.360	27	.185	-1.17	.86	-2.94	.60
	Equal variances not assumed			-1.355	26.192	.187	-1.17	.86	-2.95	.60
10	Equal variances assumed	3.261	.082	-1.106	28	.278	-.73	.66	-2.09	.62
	Equal variances not assumed			-1.106	24.012	.280	-.73	.66	-2.10	.63

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		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
11	Equal variances assumed	3.323	.079	.574	27	.571	.35	.61	-.91	1.61
	Equal variances not assumed			.564	21.143	.579	.35	.62	-.95	1.65
12	Equal variances assumed	1.995	.169	-.139	28	.890	-1.00E-01	.72	-1.57	1.37
	Equal variances not assumed			-.139	25.731	.890	-1.00E-01	.72	-1.58	1.38
Ja Obj	Equal variances assumed	.410	.528	.322	24	.751	7.69E-02	.24	-.42	.57
	Equal variances not assumed			.322	23.746	.751	7.69E-02	.24	-.42	.57
Ja Pro	Equal variances assumed	.477	.496	-.687	25	.498	-.15	.22	-.59	.30
	Equal variances not assumed			-.693	24.505	.495	-.15	.21	-.59	.29
Ja Res	Equal variances assumed	1.416	.245	.617	25	.543	.16	.26	-.37	.69
	Equal variances not assumed			.613	23.660	.546	.16	.26	-.38	.70
Ap Obj	Equal variances assumed	.200	.658	-.277	24	.784	-7.69E-02	.28	-.65	.50
	Equal variances not assumed			-.277	23.937	.784	-7.69E-02	.28	-.65	.50
Ap Pro	Equal variances assumed	.615	.440	.000	24	1.000	.00	.25	-.52	.52
	Equal variances not assumed			.000	23.077	1.000	.00	.25	-.52	.52
Ap Res	Equal variances assumed	.133	.719	.569	25	.575	.16	.28	-.42	.74
	Equal variances not assumed			.569	24.877	.575	.16	.28	-.42	.74
S G Obj	Equal variances assumed	.523	.476	-.492	27	.626	-.13	.26	-.66	.41
	Equal variances not assumed			-.496	26.361	.624	-.13	.26	-.66	.40
S G Pro	Equal variances assumed	.007	.935	-.117	28	.908	-3.33E-02	.28	-.62	.55
	Equal variances not assumed			-.117	27.933	.908	-3.33E-02	.28	-.62	.55

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		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S G Res	Equal variances assumed	.113	.739	.227	27	.822	6.67E-02	.29	-.54	.67
	Equal variances not assumed			.227	26.923	.822	6.67E-02	.29	-.54	.67
Ju Obj	Equal variances assumed	2.175	.155	-.201	21	.843	-6.82E-02	.34	-.77	.64
	Equal variances not assumed			-.197	16.656	.846	-6.82E-02	.35	-.80	.66
Ju Pro	Equal variances assumed	2.050	.166	.402	22	.692	.15	.37	-.61	.90
	Equal variances not assumed			.391	17.922	.700	.15	.38	-.64	.94
Ju Res	Equal variances assumed	.021	.885	.113	21	.911	3.79E-02	.34	-.66	.74
	Equal variances not assumed			.112	20.678	.912	3.79E-02	.34	-.66	.74
Obj-Build Relations	Equal variances assumed	.000	.985	.181	25	.857	5.00E-02	.28	-.52	.62
	Equal variances not assumed			.184	24.606	.856	5.00E-02	.27	-.51	.61
Proc-Build Relatians	Equal variances assumed	.105	.748	.037	24	.971	1.19E-02	.32	-.65	.67
	Equal variances not assumed			.037	23.678	.970	1.19E-02	.32	-.65	.67
Res-Build Relations	Equal variances assumed	.013	.911	-.486	24	.632	-.13	.27	-.69	.43
	Equal variances not assumed			-.487	23.682	.630	-.13	.27	-.69	.42
Obj-Computer Use	Equal variances assumed	.965	.336	.571	23	.574	.19	.33	-.49	.86
	Equal variances not assumed			.578	21.789	.569	.19	.32	-.48	.85
Proc-Computer Use	Equal variances assumed	.099	.756	-.687	23	.499	-.20	.29	-.80	.40
	Equal variances not assumed			-.691	22.931	.496	-.20	.29	-.79	.40
Res-Computer Use	Equal variances assumed	.683	.417	-.992	23	.332	-.26	.26	-.79	.28
	Equal variances not assumed			-.991	22.771	.332	-.26	.26	-.79	.28

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Obj-web use	Equal variances assumed	1.120	.300	.224	24	.825	9.52E-02	.43	-.78	.97
	Equal variances not assumed			.227	24.000	.823	9.52E-02	.42	-.77	.96
Proc-web use	Equal variances assumed	.708	.409	.192	23	.849	7.69E-02	.40	-.75	.90
	Equal variances not assumed			.193	23.000	.849	7.69E-02	.40	-.75	.90
Res-web use	Equal variances assumed	.495	.489	-.731	23	.472	-.22	.30	-.83	.40
	Equal variances not assumed			-.733	22.994	.471	-.22	.30	-.83	.40
Obj-email use	Equal variances assumed	1.919	.180	-.878	22	.389	-.39	.44	-1.30	.53
	Equal variances not assumed			-.930	21.998	.362	-.39	.41	-1.25	.47
Proc-email use	Equal variances assumed	.672	.421	-.896	21	.381	-.38	.42	-1.25	.50
	Equal variances not assumed			-.883	18.371	.389	-.38	.43	-1.27	.52
Res-email use	Equal variances assumed	.357	.557	-.924	21	.366	-.33	.36	-1.08	.41
	Equal variances not assumed			-.918	18.978	.370	-.33	.36	-1.09	.42
Obj-Personality Prof	Equal variances assumed	.998	.328	-.138	23	.892	-3.90E-02	.28	-.62	.55
	Equal variances not assumed			-.142	22.999	.888	-3.90E-02	.27	-.61	.53
Proc-Personality Prof	Equal variances assumed	.569	.458	.486	23	.632	.16	.33	-.53	.85
	Equal variances not assumed			.502	22.993	.621	.16	.32	-.51	.83
Res-Personality Prof	Equal variances assumed	2.185	.153	-.948	23	.353	-.29	.30	-.91	.34
	Equal variances not assumed			-.980	22.995	.337	-.29	.29	-.89	.32
Obj-Portfolio Devel	Equal variances assumed	.270	.609	-.223	23	.825	-6.49E-02	.29	-.67	.54
	Equal variances not assumed			-.227	22.572	.823	-6.49E-02	.29	-.66	.53

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		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
Proc-Portfolio Devel	Equal variances assumed	2.839	.106	-.025	23	.980	-6.49E-03	.26	-.55	.54
	Equal variances not assumed			-.026	22.597	.980	-6.49E-03	.25	-.53	.51
Res-Portfolio Devel	Equal variances assumed	.130	.721	.598	23	.555	.16	.26	-.38	.69
	Equal variances not assumed			.598	21.613	.556	.16	.26	-.38	.70

Independent Samples Test Based on Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1	Equal variances assumed	.038	.848	-1.343	23	.192	-.95	.71	-2.41	.51
	Equal variances not assumed			-1.314	19.514	.204	-.95	.72	-2.46	.56
2	Equal variances assumed	.013	.909	.213	24	.833	.24	1.12	-2.07	2.55
	Equal variances not assumed			.213	23.259	.834	.24	1.12	-2.08	2.55
3	Equal variances assumed	1.203	.287	-.315	18	.756	-.21	.66	-1.60	1.18
	Equal variances not assumed			-.283	10.112	.783	-.21	.74	-1.85	1.43
4	Equal variances assumed	.028	.869	-1.292	24	.209	-.75	.58	-1.95	.45
	Equal variances not assumed			-1.275	21.746	.216	-.75	.59	-1.97	.47
5	Equal variances assumed	2.138	.157	.067	24	.947	7.14E-02	1.07	-2.13	2.28
	Equal variances not assumed			.066	20.839	.948	7.14E-02	1.09	-2.19	2.34
6	Equal variances assumed	.530	.474	-.605	24	.551	-.38	.63	-1.68	.92
	Equal variances not assumed			-.583	17.648	.567	-.38	.65	-1.76	.99
7	Equal variances assumed	.168	.685	.072	24	.944	3.57E-02	.50	-.99	1.07
	Equal variances not assumed			.071	23.167	.944	3.57E-02	.50	-1.00	1.07
8	Equal variances assumed	3.056	.093	.256	24	.800	.14	.56	-1.01	1.29
	Equal variances not assumed			.261	23.916	.797	.14	.55	-.99	1.27
9	Equal variances assumed	.384	.541	.508	23	.616	.50	.98	-1.54	2.54
	Equal variances not assumed			.504	21.530	.619	.50	.99	-1.56	2.56
10	Equal variances assumed	.000	.984	1.373	24	.183	.99	.72	-.50	2.47
	Equal variances not assumed			1.356	21.902	.189	.99	.73	-.52	2.50

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
11	**Equal variances assumed**	.084	.775	-.107	23	.916	-7.14E-02	.67	-1.45	1.31
	Equal variances not assumed			-.110	22.880	.914	-7.14E-02	.65	-1.42	1.28
12	**Equal variances assumed**	.017	.898	-1.139	24	.266	-.85	.74	-2.38	.69
	Equal variances not assumed			-1.131	22.674	.270	-.85	.75	-2.39	.70
Ja Obj	**Equal variances assumed**	.005	.947	-.995	21	.331	-.27	.27	-.82	.29
	Equal variances not assumed			-1.000	20.997	.329	-.27	.27	-.82	.29
Ja Pro	**Equal variances assumed**	4.994	.036	-.793	21	.437	-.17	.22	-.63	.28
	Equal variances not assumed			-.767	13.067	.457	-.17	.23	-.66	.32
Ja Res	**Equal variances assumed**	4.014	.058	-1.229	21	.233	-.36	.30	-.98	.25
	Equal variances not assumed			-1.213	18.433	.240	-.36	.30	-.99	.26
Ap Obj	**Equal variances assumed**	1.757	.199	-1.022	21	.319	-.31	.30	-.93	.32
	Equal variances not assumed			-1.038	20.498	.311	-.31	.30	-.92	.31
Ap Pro	**Equal variances assumed**	.339	.567	-.615	21	.545	-.18	.29	-.78	.42
	Equal variances not assumed			-.603	17.937	.554	-.18	.29	-.79	.44
Ap Res	**Equal variances assumed**	.145	.707	-.379	21	.709	-.12	.32	-.80	.55
	Equal variances not assumed			-.377	19.121	.710	-.12	.33	-.81	.56
S G Obj	**Equal variances assumed**	3.105	.091	-.759	24	.455	-.21	.28	-.80	.37
	Equal variances not assumed			-.719	14.719	.483	-.21	.30	-.85	.42
S G Pro	**Equal variances assumed**	6.791	.015	-.612	24	.546	-.19	.31	-.83	.45
	Equal variances not assumed			-.576	13.574	.574	-.19	.33	-.90	.52

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S G Res	Equal variances assumed	2.520	.126	-.728	24	.474	-.24	.33	-.91	.44
	Equal variances not assumed			-.701	17.392	.493	-.24	.34	-.95	.48
Ju Obj	Equal variances assumed	.665	.426	-.526	18	.605	-.20	.38	-1.00	.60
	Equal variances not assumed			-.526	15.840	.606	-.20	.38	-1.01	.61
Ju Pro	Equal variances assumed	.140	.712	-.249	18	.806	-.10	.40	-.94	.74
	Equal variances not assumed			-.249	17.756	.806	-.10	.40	-.94	.74
Ju Res	Equal variances assumed	.738	.402	-.805	18	.431	-.30	.37	-1.08	.48
	Equal variances not assumed			-.805	16.550	.432	-.30	.37	-1.09	.49
Obj-Build Relations	Equal variances assumed	1.579	.223	-1.369	21	.185	-.42	.31	-1.07	.22
	Equal variances not assumed			-1.334	14.775	.203	-.42	.32	-1.10	.25
Proc-Build Relations	Equal variances assumed	.561	.462	-.760	20	.456	-.27	.36	-1.02	.48
	Equal variances not assumed			-.760	19.538	.457	-.27	.36	-1.02	.48
Res-Build Relations	Equal variances assumed	1.069	.314	-2.638	20	.016	-.73	.28	-1.30	-.15
	Equal variances not assumed			-2.638	19.665	.016	-.73	.28	-1.30	-.15
Obj-Computer Use	Equal variances assumed	1.181	.291	.318	19	.754	.12	.37	-.66	.90
	Equal variances not assumed			.324	17.766	.750	.12	.36	-.65	.89
Proc-Computer Use	Equal variances assumed	4.015	.060	-.163	19	.872	-5.45E-02	.33	-.75	.65
	Equal variances not assumed			-.168	15.861	.869	-5.45E-02	.33	-.75	.64
Res-Computer Use	Equal variances assumed	.001	.978	-1.499	19	.150	-.41	.27	-.98	.16
	Equal variances not assumed			-1.520	18.402	.145	-.41	.27	-.97	.16

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		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Obj-web use	**Equal variances assumed**	1.957	.177	2.093	20	.049	.92	.44	3.27E-03	1.83
	Equal variances not assumed			2.163	19.509	.043	.92	.42	3.10E-02	1.80
Proc-web use	**Equal variances assumed**	.505	.486	1.253	19	.225	.56	.45	-.38	1.51
	Equal variances not assumed			1.265	18.824	.221	.56	.45	-.37	1.50
Res-web use	**Equal variances assumed**	.015	.902	-.211	19	.835	-7.27E-02	.34	-.79	.65
	Equal variances not assumed			-.211	18.798	.835	-7.27E-02	.34	-.79	.65
Obj-email use	**Equal variances assumed**	.975	.337	2.283	18	.035	1.02	.45	8.12E-02	1.96
	Equal variances not assumed			2.370	17.568	.029	1.02	.43	.11	1.93
Proc-email use	**Equal variances assumed**	.262	.615	1.552	17	.139	.70	.45	-.25	1.66
	Equal variances not assumed			1.592	16.450	.130	.70	.44	-.23	1.64
Res-email use	**Equal variances assumed**	.157	.697	.309	17	.761	.13	.40	-.73	.98
	Equal variances not assumed			.313	15.842	.759	.13	.40	-.72	.97
Obj-Personality Prof	**Equal variances assumed**	.007	.933	-.373	19	.713	-.11	.29	-.72	.50
	Equal variances not assumed			-.375	19.000	.712	-.11	.29	-.72	.50
Proc-Personality Prof	**Equal variances assumed**	1.226	.282	-.252	19	.803	-9.09E-02	.36	-.84	.66
	Equal variances not assumed			-.257	17.973	.800	-9.09E-02	.35	-.84	.65
Res-Personality Prof	**Equal variances assumed**	3.063	.096	-1.783	19	.091	-.55	.31	-1.21	9.64E-02
	Equal variances not assumed			-1.815	17.818	.086	-.55	.31	-1.20	8.79E-02
Obj-Portfolio Devel	**Equal variances assumed**	.949	.342	.409	19	.687	.14	.33	-.56	.83
	Equal variances not assumed			.405	17.183	.691	.14	.34	-.57	.85

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Proc-Portfolio Devel	Equal variances assumed	.516	.481	-1.113	19	.280	-.32	.29	-.92	.28
	Equal variances not assumed			-1.132	17.927	.273	-.32	.28	-.91	.27
Res-Portfolio Devel	Equal variances assumed	.264	.613	-.433	19	.670	-.13	.29	-.74	.49
	Equal variances not assumed			-.432	18.417	.671	-.13	.29	-.75	.49

APPENDIX K

Tables of Ranked Responses and Distributions

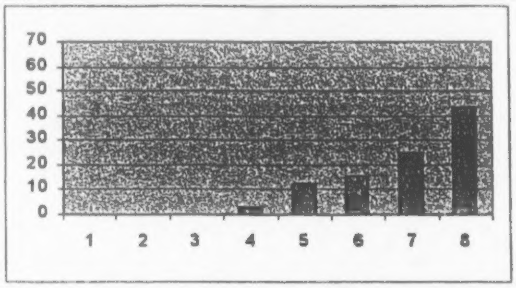
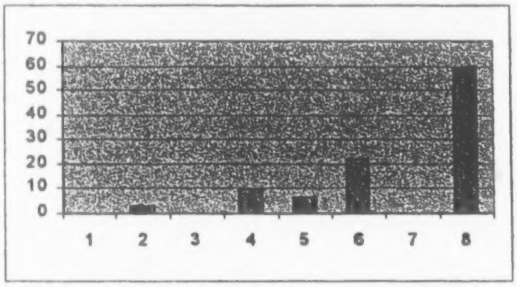
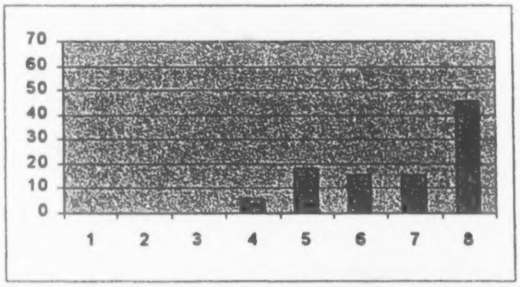
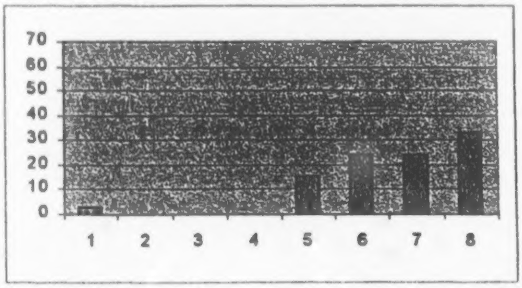
Responses to Items 1-12: Negatives Revised to Positive & Rank Ordered—Highest Mean to Lowest 96

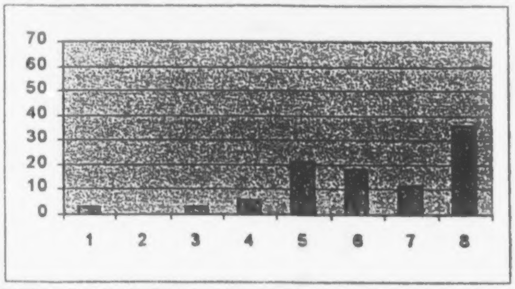
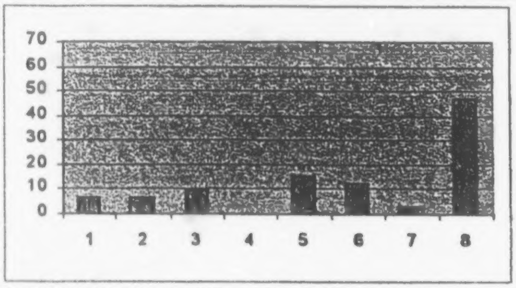
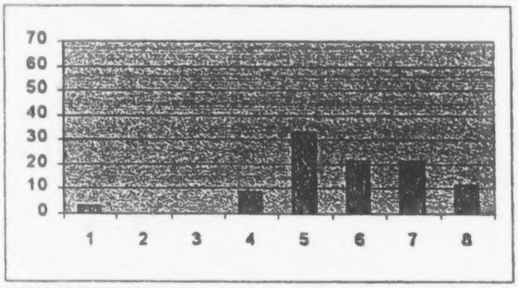
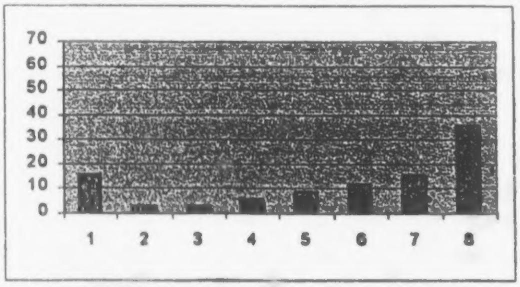
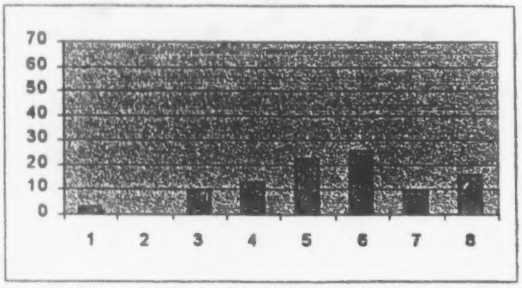
Responses to Meeting Items: Rank Ordered—Highest Mean to Lowest 99

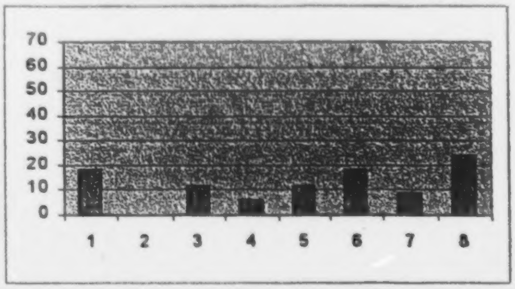
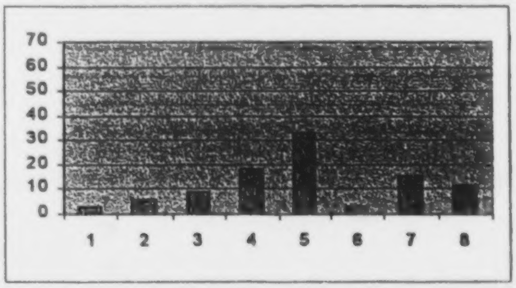
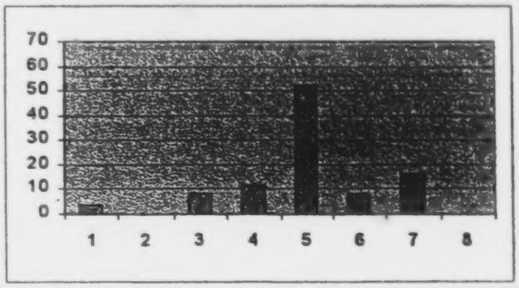
Responses to Training Items: Rank Ordered—Highest Mean to Lowest 102

Responses to Items 1-12
Negatives Revised to Positive & Rank Ordered—Highest Mean to Lowest
Mean, Standard Deviation, and Frequency of Responses in Percents

(Responses 1-4 signify disagreement; 5-8 signify agreement with the statement.)

Mean	SD	(Revised) Statement	Response Frequency in Percentages
6.94	1.19	7. (There is ~~no~~ a need for Mentors and EYA to have a choice in determining their pairings.)	
6.81	1.65	11. (I have not had trouble working with my mentor (for EYAs) or my EYA (for mentors).)	
6.76	1.37	8. (The small group facilitator has not hindered my Mentor-EYA team from obtaining the desired results of the Entry Year Program.)	
6.61	1.48	6. The practice of meeting in small groups of mentors and EYA is a benefit of the Program.	

Mean	SD	(Revised) Statement	Response Frequency in Percentages
6.27	1.75	10. (My network of professional contacts is not the same now as before I started in this pilot Entry Year Program.)	
5.97	2.38	9. (~~No~~ At least one member of the Entry Year Program has asked me for information or other assistance with a professional problem.)	
5.79	1.47	4. Working with my small group has had a direct positive impact on my efforts to improve my school's performance.	
5.70	2.57	2. Both mentors and EYAs had a choice in determining their pairings	
5.48	1.73	1. Working with my mentor or my Entry Year Administrator (EYA) has had a direct positive impact on my efforts to improve my school's performance outcomes.	

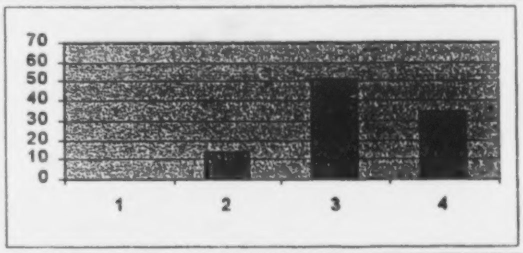
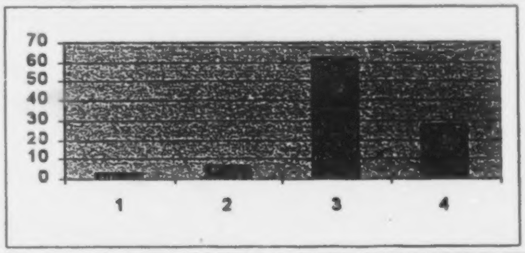
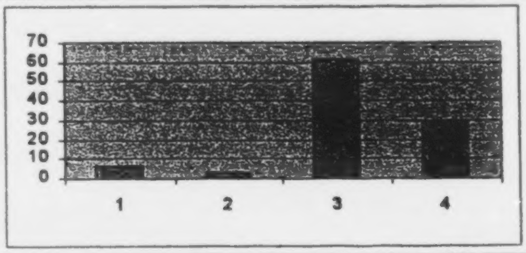
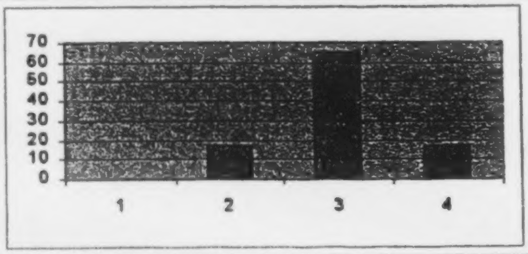
Mean	SD	(Revised) Statement	Response Frequency in Percentages
5.06	2.52	5. (I have ~~not~~ called on ~~anyone~~ someone in the Entry Year Program for information or other assistance with a professional problem.)	
5.02	1.85	12. Working with my small group's facilitator has had a direct positive impact on my efforts to improve my school's performance.	
4.96	1.37	3. The mentor has been helpful in obtaining the desired results of the Entry Year Program.	

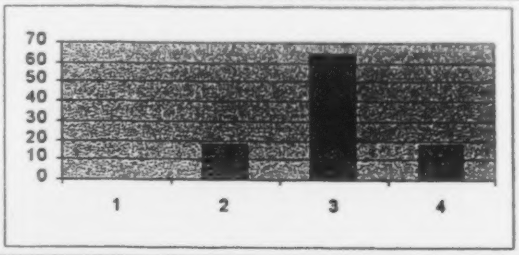
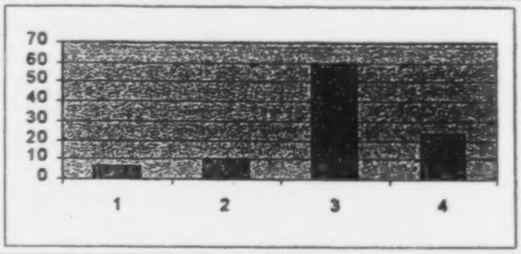
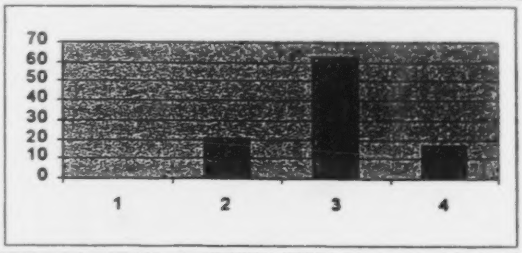
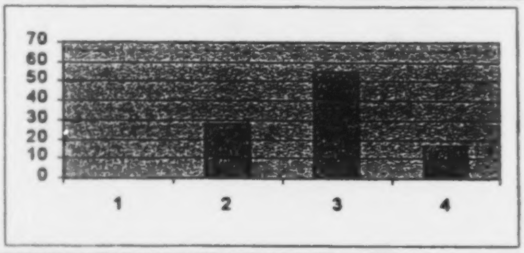
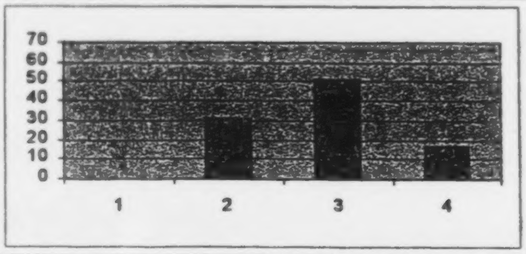
Responses to Meeting Items
Rank Ordered—Highest Mean to Lowest

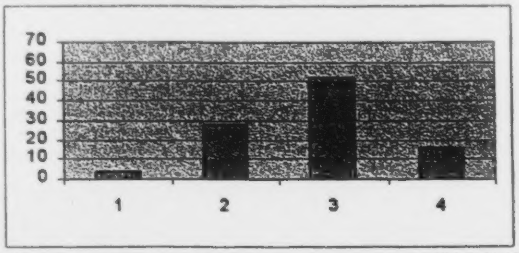
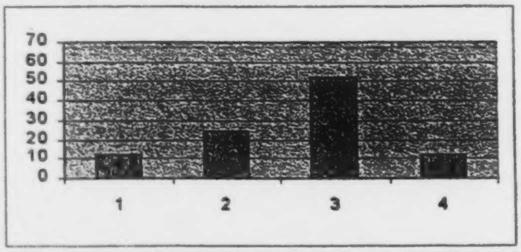
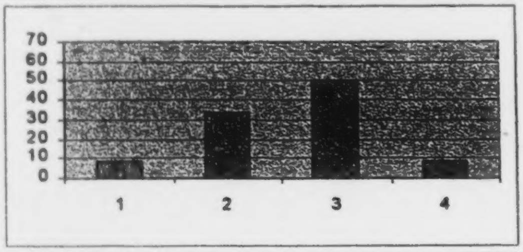
Mean, Standard Deviation, and Frequency of Responses in Percents

Response Meaning:

1= major change needed; 2=significant change needed;
3=minor change needed; 4=no change needed

Mean	SD	Meetings: Objectives, Procedures, Results	Response Frequency in Percentages
3.21	.68	April 2000 Meeting: Objectives	
3.16	.68	Small Group Meetings: Objectives	
3.11	.77	Small Group Meetings: Procedures	
3.00	.60	January 2000 Meeting: Meeting Procedures	

Mean	SD	Meetings: Objectives, Procedures, Results	Response Frequency in Percentages
3.00	.61	April 2000 Meeting: Procedures	
3.00	.79	Small Group Meetings: Results	
2.97	.63	January 2000: Meeting Objectives	
2.90	.67	January 2000 Meeting: Results	
2.86	.69	April 2000 Meeting: Results	

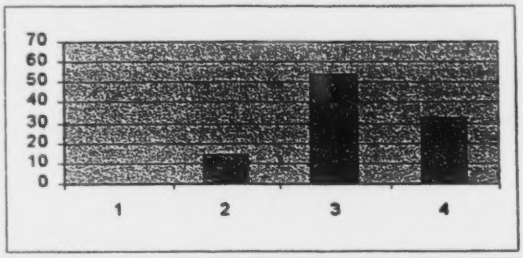
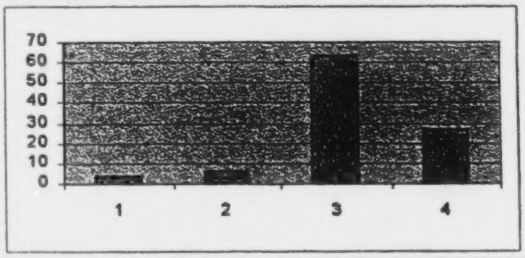
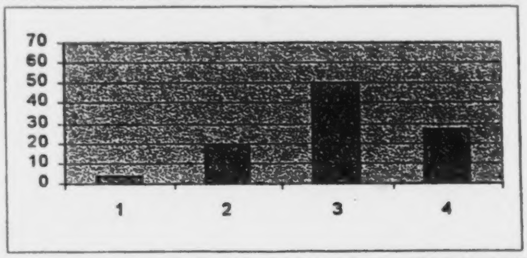
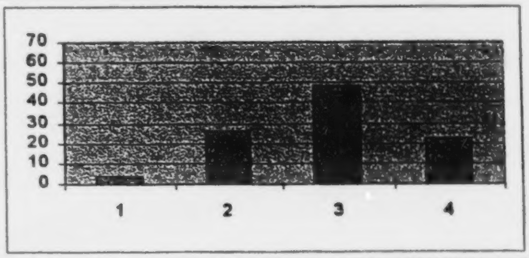
Mean	SD	Meetings: Objectives, Procedures, Results	Response Frequency in Percentages
2.80	.76	June 2000 State Meeting: Objectives	
2.64	.86	June 2000 State Meeting: Procedures	
2.58	.78	June 2000 State Meeting Results	

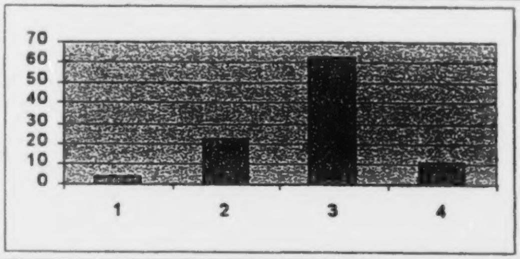
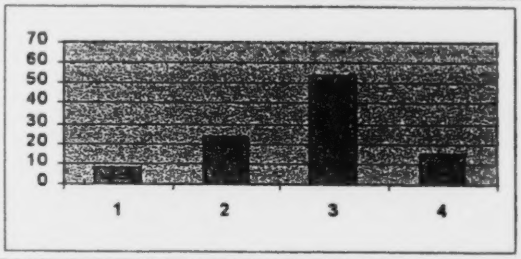
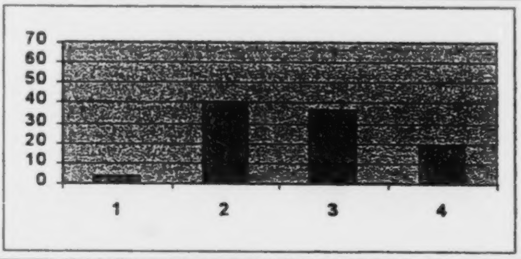
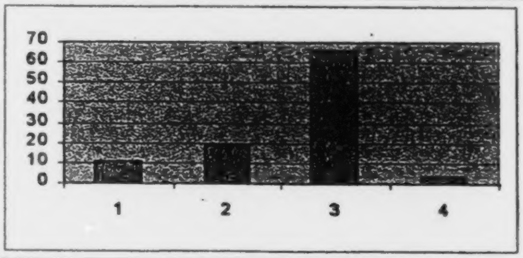
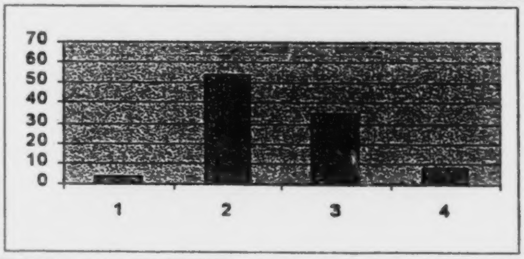
Responses to Training Items
Rank Ordered—Highest Mean to Lowest

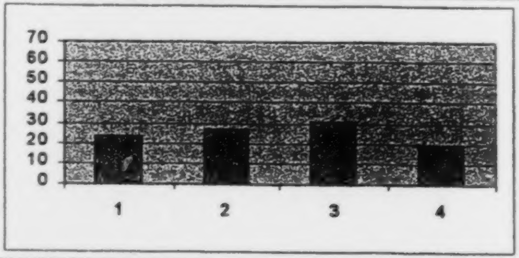
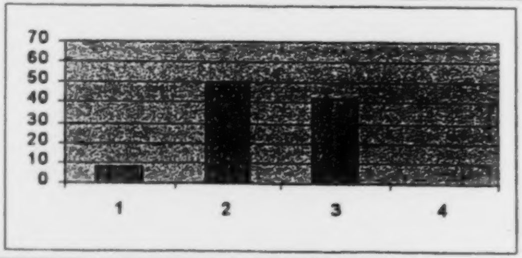
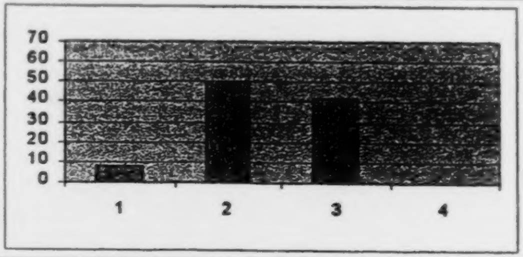
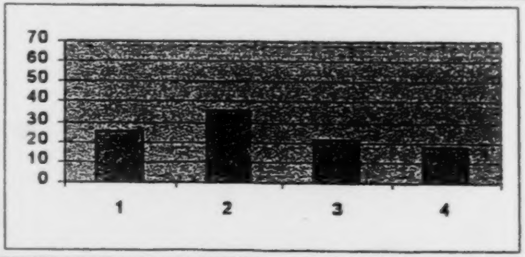
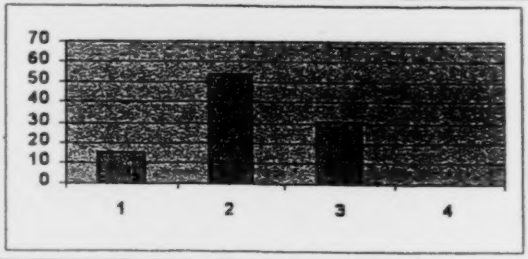
Mean, Standard Deviation, and Frequency of Responses in Percents

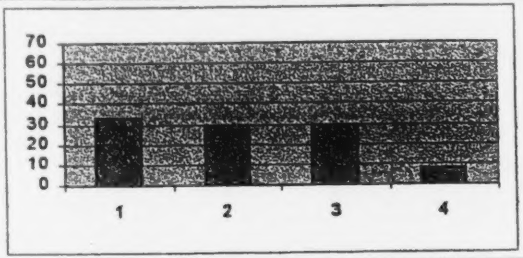
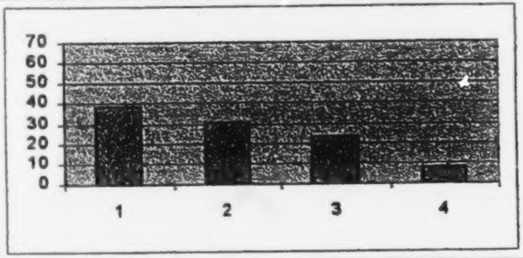
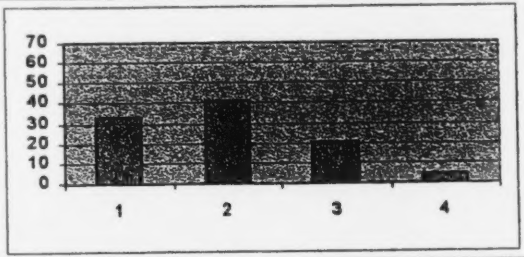
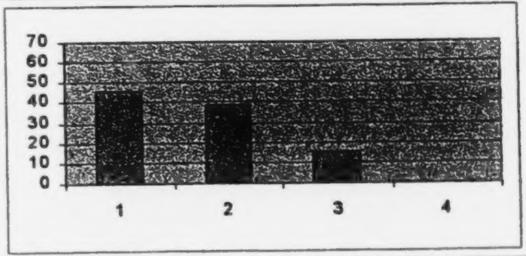
Response Meaning:

1= major change needed; 2=significant change needed;
3=minor change needed; 4=no change needed

Mean	SD	Training: Objectives, Procedures, Results	Response Frequency in Percentages
3.18	.67	Personality Profile: Objectives	
3.13	.68	Building Relationships: Objectives	
3.00	.80	Personality Profile: Procedures	
2.89	.80	Building Relationships: Procedures	

Mean	SD	Training: Objectives, Procedures, Results	Response Frequency in Percentages
2.81	.68	Building Relationships: Results	
2.77	.82	Personality Profile: Results	
2.70	.82	Computer Use: Objectives	
2.63	.74	Portfolio Development: Objectives	
2.46	.71	Computer Use: Procedures	

Mean	SD	Training: Objectives, Procedures, Results	Response Frequency in Percentages
2.46	1.07	Email use: Objectives	
2.35	.63	Portfolio Development: Procedures	
2.35	.63	Portfolio Development: Results	
2.32	1.06	Website Use: Objectives	
2.15	.67	Computer Use: Results	

Mean	SD	Training: Objectives, Procedures, Results	Response Frequency in Percentages
2.13	.99	Email use: Procedures	
2.00	.98	Website Use: Procedures	
1.96	.86	Email use: Results	
1.69	.74	Website Use: Results	 70 60 50 40 30 20 10 0 1 2 3 4